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HISPANIA

A JOURNAL DEVOTED TO THE INTERESTS OF TEACHERS OF SPANISH, AND PUBLISHED BY

THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH



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HISPANIA

VOLUME II *February, 1919* NUMBER 1

SOME IMPRESSIONS OF SOUTH AMERICA

A trip to South America in wartime must necessarily be tinged with warlike hues. So everything fitted into the picture as the steamer Santa Ana, bound direct for Valparaiso, swung free of its dock in Brooklyn—the new barracks growing like yellow mushrooms on the parade ground of Governor's Island, the outbound camouflaged monster crossing our bows, whose four smokestacks appeared as though shot full of holes, the guard of destroyers at the submarine net across the narrows and the flash of the guns at Fort Hancock at target practice, the boom of which still rolled across the water even after the haze had drawn a veil over our beloved country.

Old travelers found evidence, too, of the war in the scarcity of ships in the Windward Passage into the Caribbean Sea. And if any passenger forgot the war in his musings off Porto Bello, he was rudely awakened by the approach of the destroyer flashing its signals through the gathering dusk, telling our captain how to follow its eccentric maneuvers through the mine fields near the entrance to the Panama Canal. Never shall I forget the sepulchral tones of the voice that came from a megaphone aboard the destroyer, as our crew were leisurely preparing to drop anchor. Idly leaning on the rail, watching the destroyer, we passengers were startled by seeing it suddenly make for our ship, and a shiver ran down our backs when we grasped the import of the clear, slightly drawled, theatrical tones of the voice that shouted, "I advise you to turn her nose to sea. You are drifting on the m-i-n-e f-i-e-l-d-s ! !"

As we lay at anchor that evening we could see through the darkness the glow of the electric lights in Colón, but between us and the

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city lay two round brilliant beams of light from the search-lights at the entrance to the canal, suggestive of the fire-flashing eyes of some monster in its lair.

At daybreak the Santa Ana entered the canal and began the passage of it, lasting till 3 in the afternoon. No description can possibly do justice to the wonders of the Panama Canal. But he who has sailed through it has thoroughly lived one day in his life.

When we were once fairly upon the glassy ocean, which that day deserved its name Pacific, we saw the first *salitrero,* a French ship from Dunquerque, laden with its contribution of nitrate toward the protection of its home port. A *salitrero* is a four-masted ship of a peculiar type which we soon learned to recognize as one of the distinctive sights of the West Coast. The numerous Chileans aboard the Santa Ana sighted the vessel when far distant and were immediately roused into an enthusiasm incomprehensible to those of us who were greenhorns to the West Coast. It was not long, however, before we noticed that any mention of *salitre* or evidence of its production would instantly excite a Chilean to eloquent discourse: whereat the learned American professor would discourse at length on the folly of a country which based its financial system on the export tax of a natural product such as nitrate of soda. What would Chile do when the world found a cheaper source of supply in the synthetic product?

Steaming southward through the zone of light winds so baffling to the ships of the conquistadores we were close enough to the shore to see the luxuriant vegetation of Colombia and tropical Ecuador, though we did not enter the pestilential harbor of Guayaquil. Soon after crossing the Gulf of Guayaquil we began to pass the guano islands, those dreary barren places tenanted only by wild birds. The books on South America always refer to the guano islands and dwell on the commercial, geographical or historical importance of them according to the writer's special interest, but few say much about those unnumbered countless birds; gulls, not like ours, but black of plumage; petrels; black ducks, recognizable as ducks by their manner of flight; clumsy pelicans, that fly across the bow of the ship so slowly that it seems as though some part of the rigging must surely hit them; albatrosses, as large as pelicans but more graceful and swifter of flight; and then a bird about the size of a pigeon, which some passenger names "a hell-diver" because it swims for an

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astonishing distance under water. At sunset all these birds in long lines come up out of the sea winging for the roosting-places on the islands.

Five days' steaming from Panama brought us to the famous port of Peru, the quiet harbor of Callao, or as our English sea captain called it, "Cal-y-ó". As is the case with the rest of the earth's surface that interests him, the Englishman in South America has named its useful places to suit himself, and the traveler must learn his geographical names. "Valpor," for example, is Valparaiso. The great plain of Argentina where the cattle range is the "camp"; and when the cattle-raiser goes to the capital for diversion, he goes down to "B. A." I suppose no true Englishman would ever deign to refer to Buenos Aires otherwise.

Nevertheless the Englishman has done so much for South America and does it so well that admiration for his methods and achievements is forced on the traveler. The monetary system of Peru, for example, is on a gold basis and the unit of currency is the libra, of exact equivalence in grains of gold to the English pound. Why should this be so, when the other South American countries are afloat in a sea of paper? Some day the inquirer awakes to the fact that the real commercial power beneath the unstable political surface resides in the Peruvian Corporation Ltd. Its accounts can be more easily kept by English bookkeepers in familiar terms.

In Argentina the vast system of railways, of five-foot gauge, ramifying in all directions, with their comfortable sleeping and dining cars, the meals in which are so good that the traveler will arrange to eat in them rather than in the ordinary hotel—those railways which carry their message of civilization to the remotest parts of the "camp"—who built them? Who manages them? The answer is at hand, for the traveler sees all the notices to the traveling public, though in Spanish, signed with an English name.

Our ship arrived in Callao about 10 o'clock Saturday night. Sunday we spent in Lima, an interesting city, but very disappointing to anybody whose expectations had been much excited by anticipating an American Sevilla. The Santa Ana sailed from Callao promptly at sundown on Sunday night with only half her cargo discharged. Some Peruvian official had granted the demands of the port laborers for quadruple pay after dark. So, rather than pay this price or wait another day, our ship sailed for Iquique, whence the

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cargo for Lima could be reshipped. The passengers did not lose by this, but gained a whole day in Iquique. That was enough. Whoever has spent one day in barren, sandy Iquique will not desire a longer residence. Like the next port, Antofagasta, Iquique is situated at the edge of the desert and exists for the nitrate trade. But Antofagasta is different, far more picturesquely situated and, beside nitrate, ships copper from the mines of the great Chile Copper Company in Bolivia. Several of our passengers, American mining men and their families, left us here, being taken ashore in grand style in the company's steam launch, while the rest of us who went ashore visiting had to trust our persons to the crazy craft of the Indian *fleteros*.

At all the ports these boatmen furnish much diversion for those who watch them from the ship. Their cry, "A tierra, a tierra," melancholy and shrill, like the cry of a seabird, will long ring in the ears of the traveler who has heard it.

Landing at any West Coast port has its difficulties, but that at Valparaiso has especial danger in rough weather and is always perilous to the pocketbook. Valparaiso, in general, is not an agreeable place for the traveler. Its hotels are abominable and the prices extortionate, perhaps because so many persons are merely in transit. The site of the city, however, is most picturesque, one of the beauty spots of the earth, but the native Chilean is more at home beyond the mountains in Santiago. Consequently Valparaiso is largely a place for doing business with foreigners, who are very numerous among the permanent population.

When our afternoon train from Valparaiso had crossed the coastal range and descended into the great plain beyond, the setting sun was tinting the bare Andean rocks with that beautiful rose light which delights the citizens of Santiago day after day. How wonderful to look down a long street and see it apparently terminate in the lofty mountains so blue by day and turning to rose at sunset!

In Santiago I made many delightful acquaintances. If I were to name all the acquaintances I made during the trip the list would be long. Of them all one word can be said, that nothing can surpass the kindly courtesy which South Americans show to strangers. It was necessary for me to present myself an absolute stranger to many governmental officials, who without exception took infinite pains to serve me. I doubt very much that a traveler in the United

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States would be able to make so extended a tour and meet such unfailing courtesy from officials.

At the Instituto Pedagójico in Santiago I visited a class of Dr. Gálvez, professor of English, and was afterward entertained by him. This visit has some interest for teachers of Spanish in the United States because Dr. Gálvez has succeeded in putting into effect a scheme of his to make the graduates of the Instituto better teachers of English. He finds places for them in the United States where they can earn their way by teaching Spanish. At the time of my visit he told me that nine of his pupils were so engaged.

When the class was dismissed, he requested a group of young men to show me the courtesy of accompanying me for some distance on the Alameda. As we walked along, they raised a most interesting question, which Dr. Gálvez afterward told me was frequently put to him. "In studying English," they asked, "was it not better for Chileans to learn the pronunciation of the language as spoken in England rather than that of the United States?" One young man said that his early training in English had been received from an Englishman, for which reason he had difficulty in understanding Dr. Gálvez or a North American.

This is the reverse of the problem which confronts us teachers of Spanish here in the United States. We are pretty generally agreed that the Castilian pronunciation is the proper one to use in our instruction, if for no other reason than that it would be impossible to choose between the different modes of speech of the different Spanish American republics. Not only does the language vary between the different countries but even between different provinces of a large country like Argentina. Nevertheless there ought not to be a prejudice against employing a Chilean to teach Castilian. Dr. Gálvez said that he had frequently met with such a prejudice when trying to place his pupils.

As the classes in the Instituto Pedagójico are coeducational, the pupils whom Dr. Gálvez sends to the United States are young men and women over twenty years of age, selected for their ability. The Chilean government pays their passage, in return for which they are expected to teach English at least five years in Chilean schools. Dr. Gálvez pointed out the very considerable advantage which will accrue to the United States when these young people return to their country, because they are going to act as so many centers of culti-

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vation of good feeling toward us. The rather widespread Chilean prejudice against the United States, he thought, is due more to ignorance than to any other cause.

The mention of the differences between Castilian and Chilean or Argentine Spanish may arouse a curiosity to know what some of the most striking ones are. First, in the matter of vocabulary one meets many new terms for common things; I do not refer now to things peculiar to the countries, for such words are to be expected, but to such as the following: *arvejas*, peas; *vereda*, sidewalk; *estampillas*, postage stamps; *escritorio*, office; *durazno*, peach; *chancho*, pig, or pork; *papas*, potatoes; *piso*, floor, instead of *suelo*; *acá* and *allá* commonly for here and there. Such a list could be made very long even after omitting such obvious coinages as *gasfitero y plomero*, which I first saw on a sign in Lima. Striking also is the frequency of certain phrases as *¿cómo no?* and *no más*.

In pronunciation a common phenomenon is the reduction of diphthongs to simple vowels, *tine* for *tiene*, *acite* for *aceite*. More subtle still is the *tonada* of various Argentine provinces, especially the *tonada cordobesa* of the city of Cordoba, called the *docta* on account of its ancient university. The peculiar feature of this accent is the lengthening of the vowel in the syllable before the accented one or in the syllable bearing a secondary accent, as *caaballo*, or in the phrase in which the people of Cordoba deny this peculiarity of speech, —"*Noosotros los coordobesces no caantamos.*" Throughout Argentina exists, of course, the dialect of the country people which appears in literature as the gaucho dialect. This in many respects appears little more than transplanted Andalusian. From it has come probably the almost universal pronunciation of *ll* and intervocalic *y* with the voiced alveolar spirant value of *z* in English *azure*.

The prevalence of this pronunciation may have been helped by the large Italian element of the population in Argentina. In fact the Italian pronunciation of Spanish and the influence of Italians on the language forms a big study in itself. For example, I was told that *sentir* in the sense of "to hear" had almost entirely supplanted *oír*. The Argentines themselves recognize the hybrid state of their language by having ceased to refer to it as *español* or *castellano*. The name adopted probably had its origin in strong nationalistic feelings. However that may be, school programs call for a definite amount of study of *idioma nacional*.

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As a concrete case of linguistic conditions in Argentina, read this sign which testifies also to the elements of civilization brought by different nationalities to the city of Rosario, where engraved on a large oval plate of brass, it adorns a prominent street corner.

BAR IBÉRICO
CHOPERIA
Y
SANDWICHS

"Choperia" does not refer to chops nor steaks, which are known as *minutas*, but is a derivative from *chop*, a word imported from Germany and everywhere in use in South America, even in Brazil, to designate a glass of beer drawn from a cask.

The mixture of languages in Argentina is indicative of social conditions and the great social changes in progress there. Fortunately for posterity these changes are being reflected in a literary movement which will record them for all time; a movement, however, peculiarly difficult for a foreigner to appraise because its productions are in the form of plays hard to obtain in print, and so realistic in spirit that the critic needs to see the actual stage performance. The dramatic contrast of the plays lies in the conflict between the old ideals and mode of life and the new ideals and customs of the European immigrant.

To make this clear it is necessary to have a conception of what the present social organization of Argentina is like. On the banks of the Río de la Plata is situated Buenos Aires, a city European in character, containing about one-fifth of the population of the entire country. This vast city must be supplied with food, with material for its buildings and other essential things drawn from the interior of the country, even though its manufactured articles come across the ocean. The country is composed of vast plains where the chief occupation of its inhabitants was cattle raising. Even today the superabundance of animal life is unpleasantly thrust on the traveler by the numerous carcasses of animals lying where they died and fed on by carrion birds, the caranchos and chimangos. But the herders of cattle were half nomads, not suited to a settled agricultural manner of life. For Europe demanded of the fertile plain more than hides. It demanded wheat and corn. And from Europe came the workers who knew how to raise grain, mainly

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Italians, because they were the Europeans whose poverty made them willing to face the primitive conditions of life imposed by the treeless plain. These Italians and their descendants now number two and a half millions among the total of eight millions of Argentines. Wherever there is agricultural work to be done, houses, roads or railroads to be built or materials for them to be produced, there you will find the industrious Italian.

But what of the old criollo population? The magnate who sold some portion of his acres to make farms for the Italian has become money-rich and lives in a palace in Buenos Aires. His less fortunate but still aristocratic brother is a *doctor*, which means that he follows a learned profession, usually the law, and is a willing candidate for political preferment. The cattle puncher, whose occupation, slight as it was, has disappeared before the ever increasing extent of wire fence around the Italian's farm, sits lamenting the past in a *despacho de bebidas*, also kept by an Italian. Or if still young, he has been made a soldier or a policeman in town.

The criollo despises the *gringo* Italian, but the gringo continues industrially his conquest of the country. All the newer streets in the older towns, and whole towns in regions like the sierra of Cordoba, so productive of building stone and lime, bear the stamp of the Italian architect. The old patio house, one story in height, with its garden within, is supplanted by the two- or three-story compact house with its garden around it. But the Italian is no parasite. He loves the country for the prosperity it has given him and wishes to become thoroughly Argentine, identifying himself with the country and speaking the "idioma nacional," on which likewise he is putting his mark. There is only a slight exaggeration in the statement that Argentina is fast becoming an Italian country which speaks a variety of Spanish.

To the young Italian the picturesque side of gaucho life makes a strong appeal. He wishes to don a gaucho costume, mount a horse and seek adventure. So frequent is the type that the term *cocoliche* has been coined to describe him and he is often seen on the stage. Of course he is a ridiculous personage; but then, the Italian is usually a clown in the plays depicting national life. His vivacity and talkativeness contrast with the gloomy dignity of the gaucho. He easily falls in love with some sour-visaged *china*. But he is kind-hearted, ready to give food from his store to the poor, though his

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main source of income may be his ability to concoct drinks from alcohol and coloring matter, which he sells to the unfortunate gaucho. On the stage, at least, the gaucho is always unfortunate. And it is easy to believe that he is so in real life after you have walked past the long line of pawn shops in the calle 25 de Mayo in Buenos Aires and seen their window displays of erstwhile gaucho treasures, silver-mounted horse trappings and supple rawhide lassos. The material prosperity of the gringo, the bad luck of the criollo, such is the eternal theme of the nationalistic play.

The dramatist, however, does not forget that the criollo has aboriginal blood in his veins. The story-teller likewise finds material in the persistence of some atavistic instinct which compels the individual to outrage present social conventions; or, it may be, in some myth or legend of the past that still haunts the memory among the unfortunate descendants of the race to which the pampa once wholly belonged. Stories sometimes expand into novels. And just now Argentina can boast two realistic novelists, Manuel Gálvez and "Hugo Wast," who are giving the world most excellent pictures of life in the provincial cities of Argentina.

One trait possessed by the Italian, elasticity of spirit, helps to adapt him to life in Argentina, because Argentina is a country of uncertain climatic conditions, subject to frequent great droughts, when all crops fail and even cattle die of thirst. To live there, one needs to have a spirit not easily cast down by failure and loss. It is no wonder that the lottery should be a flourishing institution in such a country. The state lottery and innumerable provincial lotteries—even the state savings bank is managed according to the lottery principle—form a feature of Argentine life that is most urgently thrust on the attention of everybody. Small wonder that much business is done on gambling principles when the very climate incites a man to gamble.

What is he going to do, for example, in winter? The temperature frequently falls to the freezing point, but there are no means of heating the houses. Rich men shiver in their palaces and travelers in their hotels. The chief resource of either is thick woolen underwear. Men, too, can frequent a café out of business hours. A popular one which we discovered was fairly comfortable because it owned a North American coffee machine, which, being

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full of liquid at the boiling point, imparted some of its genial warmth to the atmosphere.

And speaking of business, I have been often asked my opinion concerning the chances of success for North American business down there. *¿Quien sabe?* But I observed that some firms exporting goods from the United States seemed to expect their buyers to read English. Their labels, trade names and directions were all in English. I saw several lots of household electrical goods, with printed directions for their use solely in English, goods whose correct method of use would be difficult to comprehend from the directions even when one's mother tongue is English. On the other hand, the West India Oil Co., long in Spanish American trade, were so careful about the language that they labeled their products differently according to which coast of South America they were shipped to. Gasoline for the West Coast was labeled *bencina,* and kerosene, *parafina*; while the same articles for Argentina were respectively marked *nafta* and *kerosene*.

One night we boarded the steamer to cross the river Plata from Buenos Aires to Montevideo, whence we had ahead of us a railroad journey of seven days and nights to Rio de Janeiro, which for the weal of body and soul we did not take without interruption. In its geological formation, Uruguay belongs to Southern Brazil, but the profound differences of character between the Spanish-speaking population of Uruguay and the Portuguese-speaking Brazilians stand out with absolute sharpness in the frontier towns, Rivera in Uruguay and Santa Anna do Livramento in Brazil. The division between the towns is the frontier itself, which runs along a ridge of land, so that you walk up hill in one country and town and down hill into another country and town.

In Rivera the houses are all more or less alike, just as one sees them all the way down the West Coast through Chile and Argentina. The colors of the exteriors are dull and gray. The windows opening on the street are closed with shutters and barred by a reja, because life within centers in the patio. But in Santa Anna the houses are instantly all different, tinted with blue or pink or yellow. A straight line is an abhorrence, for over the doors and windows is ornamental plaster work done in curves. Even the panes of glass are set in frames with curving geometrical designs. Little statuettes adorn the cornices of the houses. And out of the open windows people gaze at

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you as you pass because the house with the patio no longer exists. If you hear somebody singing, the tune seems a pleasant sensuous sort of jingle instead of the weird gaucho lament.

As for the language, likewise it seems a sort of morally broken down Spanish. Beware of attempting to learn Portuguese, ye teachers of Spanish! Never till you forget the acquisition, will you be sure which language you think you are speaking. Even Buenos Aires suffers from the corruption and hires *mucamas* for maidservants and calls a favorable purchase a *pichincha*.

ALFRED COESTER

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LAS UNIVERSIDADES ESPAÑOLAS

El descontento reinante hace algún tiempo en los centros universitarios españoles que perdieron su libertad administrativa, se ha recrudecido hoy y ha llegado a su período culminante, reproduciéndose dicho descontento en manifestaciones de protesta hechas por medio de la prensa, de interpelaciones en la Cámara, de mitins, etc. que han revestido extraordinaria importancia en el país. Para darse explicación clara de este hecho es preciso antes de entrar en su examen hacer, aunque sea brevemente, un recorrido histórico de la universidad española.

Las universidades españolas no carecen de precedentes indígenas. Es cierto que al estudiar su origen conviene tener presente la Universidad de París, que sirve de norma a los estudios nacionales, pero también es cierto que en la Universidad española del siglo XIII hay bastante de fisonomía y de carácter peculiar. Como gérmenes de la Universidad española deben citarse: la escuela del monasterio de Sahagún en tiempos de Alfonso VI y el Estudio General de Palencia fundado por Alfonso VIII. Lo mismo esta escuela que el Estudio General de Salamanca fueron el precedente de las Universidades españolas. La transformación de este Estudio General de Salamanca por lo que respecta a su vida externa ó de relación con el Estado, la convierte en la primera Universidad; se organizó ésta con vida independiente del poder real. El progreso rápido de esta Universidad y los famosos trabajos hechos por ella estimularon la creación de otras Universidades.

Las leyes de este tiempo (siglo XIII Las Partidas) se ocuparon de los estudios y enseñanza de las Universidades. Esta legislación universitaria no se refería solamente al plan de enseñanza; fijaba también las condiciones higiénicas de la localidad en que la Universidad se estableciese y de las posadas; también se aludía a la vida honesta del escolar. El salario de los maestros lo fijaba el rey según la importancia de la ciencia explicada ye del mismo maestro. Refiérese también la ley a la honra y privilegios debidos a todo maestro; tales son, como ejemplo digno de tenerse en cuenta, el respeto debido por un juez a un maestro de Derecho y el privilegio otorgado a los que hubiesen sido 20 años maestros de leyes, del título de Conde.

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En el siglo XVI florecieron brillantes y laboriosas las Universidades españolas que a mitad del siglo siguiente llegaron a 36. Vivían con las donaciones de personas nobles y adineradas que les legaban esos medios de sostenimiento. Los estudiantes que cursaban la Facultad por espíritu de ciencia y cultura pertenecían a todas las clases sociales y se matriculaban aun siendo de edad muy madura. Hallábanse entonces las Universidades españolas al nivel de las más adelantadas del mundo y enseñábase con igual ó quiza con más perfección que en las demás todas las ciencias conocidas.

Este progreso era debido a la organización misma de las Universidades en aquella época; eran éstas completamente autónomas en su vida interior, gratuitas en sus enseñanzas[1] y libres en sus métodos, no habiendo más autoridad directa que la del rector, a cuya elección contribuían los maestros y aun aquellos alumnos que disfrutaban de voto por sus merecimientos; esta independencia la disfrutaban también en la designación de sus profesores, nombrándolos por elección y teniendo derecho a aspirar a este honroso cargo los jóvenes graduados que deseaban consagrarse a la enseñanza y continuaban perteneciendo a la Universidad.

Eran éstos llamados *lectores de extraordinario*, y de su aprovechamiento dependía el entrar a formar definitivamente parte del número de maestros.

En resumen la universidad se daba sus métodos, sus leyes, sus reglas de conducta y sus catedráticos, sin que el Estado en nada ni por nada interviniese.

Las ideas dominantes en Europa a fines del siglo XVII y principios del XVIII hirieron de muerte las Universidades españolas y desde esta época viene su decadencia, perdiendo su antigua libertad y autonomía. Vino a ser sustituido el Instituto antiguo universitario por la moderna universidad centralizada, dependiente tanto en su vida intelectual como material, del poder del Estado.

Con la medida de carácter legal dictada por Campomanes y Moñino en 1769, creando el cargo de director para las Universi-

[1] Hoy el precio de la carrera es igual al número de asignaturas, multiplicado por pesetas 32.50 o 42.50 (según que haya que pagar prácticas o no), más el titulo de Licenciado, que oscila entre 600 y 850 pesetas ($120 to $170) según la Facultad de que se trate. Para obtener el título de Doctor hay que tener el título de Licenciado, aprobar las asignaturas del período de Doctorado (que solo se estudian en Madrid) y entre otro requisitos, abonar 1090 pesetas ($220).

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dades, se hacia ya innecesaria la persona del rector para mantener y dirigir el régimen científico e instructivo de la universidad. A la creación de los directores siguió el año siguiente la de los censores regios, comisionados para intervenir en nombre y por delegación del poder real, en todos los asuntos técnicos y científicos, quedando totalmente anulada, de esta forma, la menor iniciativa universitaria. Posteriormente se quiso reformar algo, pero las tentativas tanto de las Cortes de Cádiz 1812 como las posteriores revistieron carácter teórico y abstracto; ques nunca se llegó a la tradición antigua universitaria.

Actualmente la Universidad española no es ni sombra de lo que fué en los tiempos de su grandeza, ni se parece a la de las naciones más adelantadas de Europa de este tiempo. Subordinada a la política es un organismo oficial de resultados escasos. Y ¿cómo no ha de ser así, siendo las universidades en España fuente de ingreso para el Estado?

Como la Universidad no cumple (tal como está constituida) sus fines esenciales, ni está dotada de los medios suficientes para llevar a cabo su labor, se creó la Junta para Ampliación de Estudios (que concede las pensiones para el extranjero) y el Centro de Estudios Históricos.

Estos organismos muy bien dotados (pues sólo para publicaciones de obras disponen al año de 70,000 pesetas y las Universidades todas juntas no llegan a 15,000 pesetas) han hecho mucha labor por la cultura; pero con su creación se han mermado las atribuciones y autoridad de la Universidad, que es la verdadera depositaria de la ciencia y la que debe llevar a cabo la misión de propaganda. Muchos catedráticos se han acogido a esos organismos, porque disponiendo de medios, podrían llevar a cabo investigaciones y publicaciones: de modo que han tenido que desertar, por decir así, del centro principal de sus afanes y amores.

El primero de julio de este año asistí en el teatro de la Comedia de Madrid a un mitin en pro de la libertad de enseñanza y en particular en pro de la autonomía de las Universidades. La sala del teatro hallábase completamente llena, asistiendo cuatro ex-ministros de Instrucción Pública. De los tres extensos y elocuentes discursos pronunciados por los Sres. Bonilla y San Martín, Silió y Bergamin, el que más efecto causó en el auditorio y el que a mí me interesó vivamente por la calidad de catedrático del orador, fué el primero

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de ellos, pues el Sr. Bonilla habló con verdadera sinceridad de las presentes condiciones de las Universidades españolas y extranjeras y estudió en el discurso la cuestión de autonomía con mucha competencia.

No me atrevería a reproducir algo de lo que el Sr. Bonilla dijo del deplorable estado actual de las Universidades españolas, si no me excitaran a ello los móviles laudables del orador al dar cuenta de cosas dolorosas. He aquí lo que el Sr. Bonilla dijo antes de pasar a demostrar la necesidad de la autonomía universitaria:

"Seguramente hay aquí algunos estudiantes que me escuchan, ésos que suelen ser, ordinariamente, tan olvidados en las disposiciones legislativas, de los cuales suelen olvidarse también algunos catedráticos, sin pensar que aquéllos, con los profesores, son los que positivamente constituyen la Universidad.

"Pues bien: vosotros, los que seáis estudiantes o los que tengáis parientes, hijos o amigos que vayan a las Universidades—y me referiré por tenerla más cerca y por pertenecer yo a ella, a la Universidad de Madrid—sabéis las condiciones en que se encuentra; sabéis perfectamente que allí los estudiantes no tienen ni siquiera dos aulas en las cuales existan pupitres donde puedan apoyar los brazos cuando están escribiendo. Si tienen que tomar algún apunte, han de hacerlo sobre sus rodillas; se sientan, no en sillas: no las hay. Había hace pocos años un aula donde por rara casualidad, existían dos docenas de sillas, pero se han estropeado y se han vuelto a sustituir por bancos. Vosotros sabéis perfectamente que esos estudiantes, en el intervalo de clase a clase, están incómodos, no tienen donde sentarse; si tienen sed, han de acudir a una fuente inmunda, cuando la fuente existe, cuando la fuente corre. Vosotros sabéis, así mismo, que cuando llega el invierno, que suele ser bastante largo y crudo por esta tierra, apenas hay clase donde exista calefacción a propósito; los estudiantes, y el profesor también, se mueren de frío. No hay, en suma, comodidad alguna, apreciable, en nuestra Universidad.

"Y vamos a los elementos, señores. ¿Qué laboratorios, qué libros, qué bibliotecas hay en nuestras Universidades? Cuando por rara casualidad, una Universidad puede adquirir un ejemplar del *Alcubilla* o los tomos que van publicados del diccionario *Espasa,* cree que ha llegado al colmo del despilfarro.

"Ahora bien, señores, así, como comprenderéis, no se puede hacer nada. El profesor es un elemento importantísimo; es evidente que sin la aptitud del alumno y sin la aptitud del profesor, la

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obra pedagógica no puede existir; pero el hombre no solamente vive de espíritu; es necesario que haya elementos materiales; esto, que es evidente tratándose de clases de estudios que son puramente experimentales, es también cierto aun en los puramente teóricos. No es posible, después de los años y siglos transcurridos, que la ciencia salga exclusivamente de nuestra cabeza, que nos convirtamos en productores de algo que no tenga precedente de ninguna especie: es necesario manejar libros, disponer de elementos, y esos elementos no los tenemos por falta de medios.

"Y cuando esta situación se compara con la de las Universidades extranjeras, de las Universidades europeas o americanas, la situación todavía parece más bochornosa."

Después de haber expuesto los absurdos evidentes de la uniformidad de la enseñanza, al referirse a la Junta de Ampliación se expresó en esta forma:

"¿Qué diríais de un industrial que poseyera una fábrica y que un día, pensando en mejorar, en estimular a los que trabajan en ella, para que los productos fuesen mejores, se dijera: 'Voy a establecer una fábrica enfrente de ésta; voy a dotar a esta fábrica de un instrumental, de una maquinaria mejor; voy a pagar también mejor a los obreros que en ella trabajen; pero éstos obreros los voy a sacar de la fábrica anterior, van a ser una parte de ellos, voy a practicar una selección.' Naturalmente que pensaréis que ese industrial ha hecho una obra absurda, porque si cree que la nueva fábrica que va a construir será mejor, ¿porqué no deja la antigua? Y si cree que la antigua no debe seguir viviendo, ¿porqué no la dota de los mismos medios de que disfrute la nueva?"

Terminado el mitin los oradores y el presidente visitaron al Sr. Maura entregándole las conclusiones tomadas.

Reproduzco aquí la parte de esas conclusiones que se refiere al problema universitario, convencido de que ésta protesta y agitación en pro de la libertad de enseñanza tendrá pronto su repercusión en las Cámaras.

"*Primera.*—Conviene reconocer cuanto antes, total o parcialmente, la autonomía pedagógica de las Universidades, como único medio de afianzar su responsabilidad cultural y de evitar intromisiones perturbadoras del régimen de la enseñanza.

"*Segunda.*—Para que dicha autonomía tenga verdadera eficacia, deberá organizarse sobre la base de la autonomía económica.

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"*Tercera.*—Deben reintegrarse a la Universidad todas las funciones que sin fundamento sólido se han apartado de ella arbitrariamente (concesión de pensiones a sus alumnos, distribución de cantidades para material científico, preparación del profesorado superior y secundario, etc., etc.)."

A las protestas levantadas en pro de la autonomía universitaria, hay que añadir las quejas recientemente promovidas por el proyecto de aplicación de la Ley de Autorizaciones a las Cátedras Universitarias, en virtud de lo cual una buena parte de estas últimas serán acumuladas a las restantes, cuyos catedráticos habrán de desempeñarlas al mismo tiempo que desempeñan aquéllas de que son titulares; de esta manera habrá catedráticos que resulten un tanto mejorados en su sueldo y el Estado economizará al mismo tiempo.

Con esta medida el Estado al hacer tales economías, no considera el perjuicio ocasionado a la enseñanza, puesto que la labor del catedrático en lugar de ser intensificada, resultará deficiente: al encargarse de otras cátedras distraerá su trabajo no pudiendo dedicarse a especialidades y cumplirá mal sus deberes en detrimento de sus fines científicos.

Al llegar al punto de hacer las consideraciones con que he de terminar este escrito he de convenir en que es necesaria cierta autonomía a las universidades españolas y en que el Estado debe facilitarles los medios económicos necesarios para sostenerse. No son hombres de valer los que faltan en los centros universitarios españoles; lo que ocurre es que a menudo el trabajo de los profesores queda oculto debido a que escasean los medios materiales para publicación de trabajos científicos.

No creo que una autonomía completa en el sentido de la autonomía inglesa o americana dará resultados satisfactorios en un país donde los partidos hacen de la enseñanza cuestión política.

Estas apreciaciones las limito únicamente a la reforma universitaria, aunque es evidente que ésta está intimamente ligada a la de la segunda enseñanza, la cual, no cabe duda, va a ser de carácter más difícil y, quizás sea ella la que retarde la reforma universitaria, pues hay muchos que sostienen que estos dos problemas deben ser solucionados por una misma ley.[2]

El Sr. Bergamin, ex-ministro de Instrucción, en su discurso pro-

[2] Es conveniente mencionar la creación reciente del Instituto-Escuela en Madrid, bajo la dirección e inspección de la Junta de Ampliación, cuya

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nunció palabras conciliadoras que no puedo menos de reproducir:

". . . soy ya viejo y puedo permitirme aconsejaros. Tengo, además, el firme propósito de no volver a mezclar mi modesto nombre en las esferas del Gobierno; por eso puedo decir sin ninguna clase de aspiración que pudiera empequeñecer la idea con un sentimiento ambiscioso personal, que hasta que no desaparezca en España esa tradición violenta que determina apartamiento entre los distintos partidos políticos, que nos divide en esta materia de enseñanza en derechas e izquierdas, y hasta que todos no comulguemos en esa hermosísima virtud de la tolerancia, no podrá obtenerse en España una ley de Instrucción Pública que derogue ésa del 57, arcaica y antigua, que evite ese tejer y destejer de los ministros y haga de España una verdadera nación de los tiempos modernos."

Y el Sr. Domingo Miral, competente catedrático, en un reciente artículo que intitulaba "El Sr. Alba (actual Ministro de Instrucción Pública) y las Universidades" dirigiéndose al mismo ministro lo apostrofa de esta manera:

"El espíritu nacional ha llegado al límite de la paciencia; la crisis de la enseñanza se nos echa encima de una manera fatal; no hay hombre, por muy hombre que sea, que pueda torcer el curso de las cosas, ni sabio que pueda erigirse en timonel del pensamiento nacional para dirigirlo a su gusto. La democracia debe traducirse en hechos, porque ha pasado la época de la verborrea."

Y termino yo expresando el deseo (deseo que lo es de cuantos siguen en este continente con verdadera simpatia e interés los estudios hispanos) de que la universidad española retorne a los tiempos de su grandeza, ocupando el lugar que por su historia le pertenece.

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organización provisional servirá de ensayo en cuanto a los planes de estudios para la reforma de la segunda enseñanza.

La modificación que se introduce en este plan de estudios sobre el que ya existe en los institutos de segunda enseñanza, afecta a la intensidad de las materias de enseñanza, a la especialización del bachillerato (mediante la elección de estudios en los dos últimos cursos) y a la introducción de ciertas materias nuevas como son los idiomas Inglés y Alemán, los trabajos manuales, la música, los juegos, etc. También se diferencia en la implantación de cierto internado. El plan de estudios que se ensaya es sencillo y reune la máxima garantia de buen éxito, por lo cual merece la Junta sinceros elojios.

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THE DISTINCTION BETWEEN *SER* AND *ESTAR*

In most of the Spanish grammars used in this country relative duration is given as the fundamental principle in the distinction between SER and ESTAR. In the following notes I shall attempt to render some service to the teachers who still accept this basis of discrimination by calling their attention to another, more practical principle, which seems to be the basis of distinction.

Most grammars are not definite as to how the term *permanent* is to be construed, when they tell us that SER predicates permanent conditions; but at least in one of them we find a clear statement. The authors add this footnote to account for the use of SER in, *él es joven:* "Youth is, in a sense, temporary, but it is after all relatively permanent as compared with illness or fatigue." From which we may infer that, inasmuch as there is no standard duration for illness, youth, or fatigue, and their relation is not constant, we are to regard permanence as a sort of indefinite ratio between variables.

Thus viewed, we must admit that the rule of permanence and transientness is very unpractical: first, because its complexity discourages the average student at the very start; and, second, because a consistent application of it will often demand an answer to such idle questions as, What is the ratio of permanence between wealth and youth? or, Is laziness less permanent than honesty? To take *permanent* in the sense of *changeless* is utterly impossible, as very few of all the possible properties and conditions predicated by SER are exempt from change.

Some grammarians find it expedient to say that there are many "apparent" exceptions to this principle of relative duration. The fact is that an accurate estimate on the basis of frequency and diversity might give us, perhaps, more exceptions than cases in which the rule is applicable. We must not forget that all nouns and substantive clauses, and most adjectives require the use of SER when they stand as predicates. But disregarding the frequency of exceptions, which is nevertheless a serious objection, we must confess that we cannot always succeed in showing our pupils that the exception is only apparent. How can we on the basis of relative

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duration account for *está vivo* contrasted with *es joven*, and for the former as compared with *está muerto* and *está cansado?* If the difference of duration between death and fatigue is ignored, why is the difference between youth and illness considered? In what sense are the following sentences expressions of temporary conditions? La obra está terminada; "Los santos estarán contentos por toda una eternidad"; Los Pirineos están entre España y Francia; ¡Está bien! ¡Qué buenas están estas peras! (considering that I have never tasted those pears before). How are we to explain that the following are expressions of permanent conditions? Esto es mío; Somos estudiantes; Lo que quiero es que me dejen salir; La disputa fué en el café; "Mientras Juan no se ponga bueno, yo seré el más fuerte de la casa"; Yo era muy delgado cuando niño.

Of course, if the teacher is a good sophist, he may in some way meet the objection of his inquiring pupils. The author of a rather successful grammar, after stating that SER is to be used with adjectives whose meanings pertain to character, age, appearance, pecuniary condition, popularity, etc., remarks that "These things are all regarded as permanent by the Spaniards." This statement shows to what extreme measures we have to resort in order to defend the rule of relative duration.

Most teachers must have found that it is advisable to ignore all problems of permanence and transientness, and emphasize the more particular rules given in all grammars. So, the student must be told that ESTAR is to be used in all expressions of position, whether permanent or temporary; that it must never be used when the predicate is a noun, though the noun may connote the most temporary conditions, as, *huesped, alumno;* and thus for all the uses of ESTAR and SER, leaving the rest to the eventual effects of practice. Now, we may ask, if these particular rules are the best practical guides, why should we mention the principle of relative duration at all? Is it not best to eliminate it completely from our grammars? It is a source of confusion, and once it has been learned, it lingers in the mind of the student in preference to the other particular rules, due to the synthetic tendency of memory.

The only reasonable excuse that can be offered for mentioning permanence at all in connection with the uses of SER and ESTAR is the belief that relative duration is the underlying principle in their meaning. But this belief is merely a grammatical tradition, preva-

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lent mainly among those who study language from the standpoint of the logician. I cannot conceive that such a theory could have ever originated in the mind of one to whom Spanish is a natural medium of expression. Salvá does not see any exclusively transitory implication in ESTAR. To him this verb expresses a state, "sea el estado permanente o transitorio, esencial o accidental." Eduardo Benot ignores the occasional implication of permanence in SER: "Hay un verbo, el verbo ser, que tiene por oficio definir correlaciones de igualdad o comparación entre las ideas de cosas o conceptos de personas, o expresar simplemente atribuciones."[1] Some foreign grammarians have also noticed the falsity of the theory. Hanssen and Cirot, for instance, converge in the opinion that many of the uses of ESTAR cannot be said to express temporary conditions.

But the whole question, I think, may be reduced to this: If these verbs express permanent and temporary conditions, they must have derived such elements from their Latin antecedents, or they must have acquired them in modern Spanish. We must discard the first assumption, as SUM performed the office of both SER and ESTAR. As to STO, we know that it very often implied relatively permanent elements rather than transitory: "Si in fide non stetit"; "Nec domus ulla nec urbs stare poterit" (Cicero: Laelius, 7:23); "Intra-annum nova urbs stetit" (P. Ovidius Naso). STO is Livy's favorite verb for *last, continue:* "Ibi aliquamdiu atrox pugna stetit." The distinction between SER and ESTAR was not definite in old Spanish, as SER was used more like SUM: Toda la mi facienda et la mi vida *es* a grant peligro de se perder"; "Fué él uno dellos á decir al rey que el paño *era* encomenzado" (Juan Manuel: *Conde Lucanor*); "Fué á dormir á la peña de Don Lorenzo que *es* á dos leguas de Olvera" (*Crón. Juan II*). Even later we find, "Tal señora no *es* en el mundo" (Cervantes), and, "Varios hechos á que *fué* presente" (Muñoz: *Historia del Nuevo Mundo,* pág. xvi). So, we must turn our attention to modern Spanish.

As the course of evolution of SER and ESTAR consists in the restriction of the original meaning of SER, *pari passu* with the ex-

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[1] Comparisons are not permanent either from an objective or from a subjective standpoint: the things we compare are subject to change, and our judgment may be wrong. Besides, the feeling of certainty is generally stronger in perceptions than in judgments.

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tension of ESTAR, we must look for the present elements of distinction in the latest developments of ESTAR. We may well consider the expression of immediate perceptions as one of the latest. For example, I remark at the table, ¡Qué buena está esta sopa! I do not mean that the soup is temporarily good, or that good taste is an accidental quality of soups. I mean simply that the soup *feels* good. If I say "es buena" instead of "está buena," I should probably be asked, "¿Para qué?" A judgment as to the nourishing or medicinal value of that soup would be expected. Doubtless we can find connotations of transientness and of relative permanence in these uses. We can find such logical connotations in any verb. The verb *desire* may be said to connotate transitory conditions; and *throw* implies permanent conditions; but this would not be sufficient to account for the vast difference that there is between their meanings.

The basis of distinction, as I feel it, is that ESTAR is associated with the characteristic feelings which attend immediate perceptions and their representations, while SER is likewise related to concepts and judgments.[2] According to William James, "Remembrance is like direct feeling; its object is suffused with a warmth and intimacy to which no object of mere conception ever attains." This "warmth and intimacy" finds expression in ESTAR, and the colder logical relations, in SER. Thus we may account for their difference in affective elements. There is also a difference in their ideational elements. SER is well-nigh void of image contents, while ESTAR preserves much of its original meaning of *stand,* taking *stand* in its abstract sense of existing in a particular place or conditions, as in, we stand ready for war; he stood in doubt; "these participles stand in the accusative absolute," etc. Of course, in judging affective elements our point of view must always be the purpose of the speaker or writer, or his emotional state. So, in sentences of the type of, *El libro es rojo,* if they are ever used by any one, except-ing a grammarian, we shall find that the purpose is to express a judgment, though the predicate be the name of a sensation.

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[2] By drawing this distinction in terms of aspect, Hanssen has probably come to a similar conclusion in his grammar, provided he used the terms "perfective" and "imperfective" as Professor De Lagarde defines them: "Das Perf. dient zum Ausdruck dessen, was wir unmittelbar empfinden. Das Imperf. dient zum Ausdruck dessen, was wir durch Vergleichung und Vorstellungen erkannt haben." (Bildung der Nomina, page 6.)

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How the above basis of distinction can be taught is, of course, a question that each individual teacher must solve for himself. After explaining the difference between perception and cognition in more or less popular terms, depending on the student's training, and after some practice in analyzing the different uses of the verb *to be*, I have found the following presentation of the old rules quite useful. Use ESTAR (1) to express position, literal or figurative: (2) when *to feel* or *to look* can replace *to be*, as, I am (feel) tired, angry, sad; my coffee is (feels) cold; the sheets are (look) clean, wrinkled, etc.; (3) when action or change is implied; (a) meaning that it has not taken place yet, as, está intacto, vivo, por hacer; (b) that it is taking place, as, está lloviendo; (c) that it has already taken place, as, está listo, terminado, barrido, muerto. Use SER (1) when the predicate is a noun (classification); (2) when speaking of the character of a person or of the elements of which anything is composed (analysis); (3) for the passive voice or any inference (synthesis).

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GRAMMAR, HOW MUCH AND HOW, IN ELEMENTARY YEAR OF HIGH SCHOOL

(A paper presented in the Spanish Round Table Conference of the Modern Language Section, Pittsburgh meeting of N. E. A., July, 1918.)

The towering structures in our great cities are possible because of the great advance attained in recent years in the art of laying foundations and building framework. There was a limit too soon reached when ponderous skeletons of wood were the mainstay of architects. Moreover, walls were broken and floor space filled with heavy posts and braces. It almost seemed that such a building was constructed chiefly for the sake of its clumsy frame. Very striking is the contrast presented by the modern steel frame, slender, hidden, but immensely powerful. It has made possible structures of almost unlimited size and height. The skeleton has lost in bulk and gained in strength and usefulness.

The so-called grammar method of teaching foreign languages, whereby forms, rules and exceptions were memorized *en masse* and texts served as the basis for training in scientific analysis, undeniably possesses valuable features. The analytical attitude that sooner or later must be acquired by every one who is to use his own tongue with conscious accuracy is directly fostered. It should be recognized, however, that training, not practical achievement, is the aim of this method. The attention is here concentrated on the framework of language, not on language itself, and the framework is too bulky for the erection of the kind of linguistic structure that is demanded of teachers of Spanish.

For the first time in the history of this country there is beginning to arise a wide-spread demand for a *practical* knowledge of foreign languages. We have become a nation among the nations, and can no longer treat the foreign idiom as a mere field for mental gymnastics. The converging interests of the Americas make Spanish by all odds the most important language from a practical standpoint for North Americans to learn. Teachers of Spanish must meet the demands of this new practical standpoint. Nothing less than real attainment, leading to a permanent acquisition, will satisfy. In so far as grammar is concerned, this means at the outset limitation of bulk and hardening of fiber.

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There is no special virtue in the limitation of grammatical knowledge as such. The amount of grammar we should teach in a given period of time is doubtless all we possibly can. Grammar in one form or another must be the chief concern throughout the high school course. It is a question of the formation of new habits of speech, many of them quite at variance with those already formed. The drillmaster will tell you of the weeks of concentrated effort that it takes to form in the recruit correct habits of posture and locomotion, yet these are simple matters compared with the complicated habits that must be ingrained in connection with the learning of a foreign language like Spanish. To understand and "see through" grammar is not particularly difficult. If this were all that is expected of us as teachers, there would be little need for the limitation of the amount of grammar. The high school boy can very quickly be made to *understand* that *blanco* does not belong with *casa,* but if the instruction goes no further than that, the chances of his *using* that particular combination rather than the correct one are very good indeed. Grammatical knowledge is sufficient if we are aiming at training in scientific method only, but if we aim to acquire Spanish as a tool by which we may broaden our sympathies, enrich our minds and fatten our purses, then we must possess, in addition to knowledge of grammar, above all, grammatical habits. Both are essential. The one must exist to test and maintain the other.

It is of course with an eye to the habit-forming aspect of instruction in grammar that the answer must be sought to the question: How much grammar is to be taught in the elementary year of the high school? Habits are not formed rapidly nor easily. Time and repetition are the factors in their formation. Most of the work that has a direct bearing on the matter of habit-formation must be done in the classroom. The burden falls of necessity upon the teacher, and this is just the point that teachers brought up under the grammar method fail to appreciate. The pupil must indeed work hard outside and extra classroom activity of the right sort must be exacted regularly, but from the habit-forming standpoint the recitation is of supreme importance.

Now the number of grammatical habits in a foreign language that can be acquired by the average class in the first year of its work in the language is decidedly limited. In general it is certainly safe

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to say that it represents the minimum to which anything like a systematic survey of the grammar can be reduced. Success will depend very largely upon the skill of the teacher in making omissions.

High school pupils have reached the age where an orderly and progressive presentation of grammar is imperative. The setting up of the grammatical framework must be a conscious process. Anything less is unworthy of being done in the name of education. It is fair to demand that pupils at the end of their elementary year of instruction in Spanish shall be able to pass the right kind of an examination in pure grammar. This ability is, however, incidental and a matter of course, but if it is to be acquired, the points must be taken up logically and one at a time. The pupils must attain both a knowledge of and a "feeling for" the new speech forms. In the end they are to see clearly the forms, grouped systematically according to their various categories, and at the same time possess the kind of command over these forms that leads to correct and ready expression.

The problems that arise in connection with the actual teaching of grammar in the elementary year are many and perplexing. Perhaps no two people can ever exactly agree as to the solution of them. One of the most vital of these problems concerns the question what to omit. It is undoubtedly practicable and probably advisable to omit treatment of the subjunctive almost entirely. It may very well be limited to a few of the simplest uses of the present tense. Then, too, the number of irregular verbs taught can be strictly limited. In general, questions of form and syntax may be treated in their more regular aspects only.

The order in which the various topics shall be treated is also important. Shall we throw the emphasis on the articles, nouns and adjectives at the outset, as is done in many beginners' books, or shall we plunge at once into the verb? It seems that there are several reasons why the latter may be the better course. Most of the real difficulties for the pupil attempting Spanish for the first time are found in connection with the verb. Verb drill will, therefore, command the major share of attention throughout the elementary year, and for some time after that. Moreover, the verb is essential in drill for living grammar, no matter what the topic to be emphasized. The simplicity of nouns and adjectives as compared

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with verbs in Spanish makes it possible to use the former much more readily at the outset than the latter. The present tense of regular verbs is perhaps the logical starting-point in teaching Spanish grammar.

Shall we follow up this introduction immediately with more of the verb, or shall we throw the emphasis for the next few lessons upon other parts of speech, or shall we mix the two? The latter seems to be the popular way, but there are reasons in favor of a different procedure. More time is needed for the thorough mastery of the present tense than for any other. It has to break the ground, so to speak, and, properly mastered, it paves the way for the other tenses. In learning the present, certain phases of the verb problem are solved once for all. It is well therefore to allow plenty of time for the present to "soak in." Furthermore, to go ahead with the verb, without due attention to the other parts of speech, results in lack of balance and imposes undesirable limitations. The solution of the problem is possibly to let the present tense stand till articles, nouns, etc., have received their due share of attention. This allows plenty of time for the present tense to become thoroughly fixed, and permits greater freedom in drill exercises when the verb is again taken up. This scheme does not sacrifice to any appreciable extent the advantages to be gained from continuity of emphasis on a given topic. The truce in the battle with verbs need not be excessively long. Topics which require extended drill, such as the personal pronoun, may well await treatment later.

The question, What to begin with? is naturally followed by the question, How to begin? Right at the outset attention must, of course, be concentrated upon pronunciation, and in this work it is best to proceed with books closed. By the time the class is ready to use books, the names of objects in and about the classroom should already be familiar. The first lesson in the book will deal with the same material, but the drill is directed entirely toward the present tense of regular verbs. That is the goal to be attained in this first lesson and everything else is incidental. The drill will be of the rapid-fire question and answer type, and may be both written and oral. At the end of the lesson come the paradigms of the present tense of the three regular verb classes, together with the necessary explanations in English. The memorization of these paradigms comes only after the individual forms have become known and can

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be used. The memorization of these paradigms is by no means superfluous. It helps to make the pupil conscious of the value of speech forms and builds up a storehouse of forms which are dispensable only when the foreign language shall have become almost a second mother tongue.

The procedure with the present tense is typical. The essential thing is that the drill be concentrated on one point at a time and held there till that point is mastered. Whatever value aimless conversation may have in later stages, it is certainly a waste of precious time in the elementary year. Oral drill, effective and logical though it be in language instruction, is very prone to lose its value almost entirely if the teacher be not continually on the alert and energetic enough to plan his work in advance.

Grammar, then, in one form or another is the main task of the elementary year. It is the framework of language. This framework must be strong but should not for that reason be bulky. The amount of grammar taught in the elementary year must be limited, not because a knowledge of grammar is undesirable nor because grammar is necessarily uninteresting to the pupil, but simply because the pupil must have time to form grammatical habits and habit-formation is a slow process. We must present grammar in an orderly and systematic manner, because beginners in high school are old enough to profit by such a presentation. Anything less results in confusion and discouragement on the part of the learner. He feels "all at sea" in grammar, as he often says. Finally, success or failure depends upon drill, concentrated upon one point at a time, and made as varied and compelling as the ingenuity of the teacher can devise. Let no man think that in teaching an elementary class in Spanish he has an easy task before him nor one unworthy of his best efforts in class and out. It is to be hoped that a point has been reached by modern-language teachers in this country where partisanship as regards methods may be laid aside. The tremendous responsibilities that rest upon teachers of Spanish in this country make it imperative that all problems be met with open minds and a readiness to seize upon all that is good no matter where found.

WILLIAM A. BARLOW

COMMERCIAL HIGH SCHOOL
BROOKLYN, N. Y.

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THE SECOND ANNUAL MEETING

The second annual meeting of the Association was held at Barnard College, New York City, on December 28, 1918. The following program was presented to a large and enthusiastic gathering of teachers of Spanish who had come from all parts of the United States.

MORNING SESSION 10:30

¿Cómo podemos estrechar las relaciones entre los Estados Unidos y los países de habla española?—
SR. FRANCISCO J. YÁNES
Subdirector de la Unión Panamericana de Washington

Canción española—LIEUTENANT-COLONEL SAMUEL MONTANDÓN

Spanish as a Key to Literary Riches in America—
DR. PETER H. GOLDSMITH
Director of the Interamerican Division of the American Association for International Conciliation

Canción española—SEÑORITA BEATRIZ YCAZA

Spanish in the Curricula of the High Schools—
PROFESSOR JOHN D. FITZ-GERALD
of the University of Illinois

AFTERNOON SESSION 2:30

President's Address—MR. LAWRENCE A. WILKINS

Canciones españolas: San Sereni, Una pastora, San Serenín—
GIRLS OF THE WASHINGTON IRVING HIGH SCHOOL, NEW YORK CITY

Report of the Secretary-Treasurer—DR. ALFRED COESTER

Report of Auditing Committee—

Hispania— PROFESSOR AURELIO M. ESPINOSA
of Leland Stanford Jr. University

Canciones españolas: Noche serena, Himno de Cuba, Marcha Real—
GIRLS OF THE WASHINGTON IRVING HIGH SCHOOL

Report of Committee to Select Honorary Members—
PROFESSOR JOHN D. FITZ-GERALD, *Chairman*

Report of Committee on Admissions and Correlations—
PROFESSOR SAMUEL M. WAXMAN, *Chairman*

Report of Committee on Seal—DR. ALFRED COESTER

Announcements by the President—

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The address of Sr. Yánes was most inspiring. Sr. Yánes had prepared an interesting and scholarly paper and it was delivered with a charm and eloquence which very few possess. It will be printed in the March number of HISPANIA.

Dr. Goldsmith, the distinguished director of the Interamerican Division of the American Association for International Conciliation, presented in his usual able and forceful manner a few of the powerful reasons why Americans should study Spanish. He emphasized the cultural values of the literature of Spain and Spanish America, and ended his address with the reading of a sonnet by Sor Juana Inés de la Cruz, the famous Mexican poetess, together with an English translation by the speaker himself.

The important discussions of Professors Fitz-Gerald and Waxman will be published in forthcoming numbers of HISPANIA.

The addresses of the President of the Association and of the Editor of HISPANIA, as well as the report of the Secretary-Treasurer, together with other reports, are printed in the present number.

After the adoption of the reports of the several committees, the following items of new business were taken up:

A motion was carried that the Editor of HISPANIA be authorized to publish two extra numbers of HISPANIA during the year 1919 in addition to those required by the constitution.

It was voted that the President should appoint a committee to draw up a plan of campaign for higher salaries for teachers of Spanish. The emphasis of their argument should be placed on the greater expense to which language teachers are put in order to maintain efficiency by means of travel in Spanish-speaking countries.

It was also voted that the President appoint a committee of five to consider how to bring about closer relations between schools and business houses who employ persons having a knowledge of Spanish.

Both of these committees are to report in time to have the results of their labors published in the May number of HISPANIA.

The following announcements were made by the President:

The Associate Editors of HISPANIA, named by the Executive Council to serve for a period of three years, are Srta. Carolina Marcial Dorado, Bryn Mawr College; Professor Elijah C. Hills, Indiana University, and Professor George W. Umphrey (reappointed).

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The next annual meeting will probably be held either in Philadelphia or in Chicago. The Executive Council will determine this matter during the coming year.

The standing committee named by the Executive Council to fill possible vacancies in the list of Honorary Members is: Professor J. D. Fitz-Gerald, Chairman; Professor C. C. Marden, Princeton University; Professor Charles P. Wagner, University of Michigan; Professor Caroline Bourland, Smith College; Dr. Homero Serís, University of Illinois; Mr. George W. H. Shield, Los Angeles; Miss Margaret Dowling, San Francisco; Mr. E. L. C. Morse, Chicago; Dr. Joseph S. Shefloe, Goucher College; Professor Clarence E. Parmenter, University of Chicago.

The Committee on Nominations, to report November 1, 1919, in time for publication of nominations in December HISPANIA, is to be composed of Professor Arthur L. Owen, University of Kansas, Chairman; Srta. Carolina Marcial Dorado, Dr. Guillermo A. Sherwell; International High Commission, Professor E. C. Hills, Mr. J. J. Arnao, Central High School, Newark, N. J.

Professor Federico de Onís announces that he has made arrangements with several publishers in Spain to have them represented in this country by Miss Harriet V. Wishnieff, 414 West 118th Street, New York City. Books from Spain will be carried in stock and orders will be filled promptly and payment thus may be easily and quickly made.

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REPORT OF THE SECRETARY-TREASURER

Fellow Members of the American Association of Teachers of Spanish:

Since the proceedings of the First Annual Meeting are known to you through the publication thereof in HISPANIA, I will not rehearse them here, but limit my report to events which have occurred during the year.

The Association directed the secretary to send a telegram of greeting and gratitude to Mr. J. C. Cebrián of San Francisco and a letter of the same import to Mr. Archer M. Huntington of New York. Both of these gentlemen are Honorary Presidents of our Association and to them we owe a debt of gratitude for assisting us to found the Association.

Mr. Cebrián replied by telegraph. But Mr. Huntington, being in Europe engaged in work connected with the war, did not receive the letter. The Secretary therefore took occasion last week to write Mr. Huntington a special invitation to attend this meeting and to reiterate the expression of gratitude which we feel toward him. Mr. Huntington replied as follows:

"Dear Dr. Coester:

"I am most appreciative of your letter and hasten to assure you that nothing could be more welcome to me than the knowledge that your organization, The American Association of Teachers of Spanish, ends the year upon a sound financial basis which assures the continuance of your admirable publication, HISPANIA.

"It is obvious that such a publication, which in form, editorship and influence marks a step forward in the development of its field, has met with a well-deserved response to an altruistic endeavor of high order and, at the same time, I send you my hearty congratulations and best hopes for the future.

"I regret very much that other engagements will make it impossible for me to be present at the annual meeting, which otherwise I should have greatly liked to attend.

"Yours very sincerely,

"ARCHER M. HUNTINGTON."

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The Secretary's efforts for the Association during the year have been chiefly concerned with increasing the membership. At the time of the first annual meeting we numbered 379 members on an annual basis and twelve life members. About 300 more persons had sent in cards of application, but had not paid their dues. It was necessary to call on them to meet their obligation and also to seek new members by an active canvass. The spring campaign was followed by another this autumn. Counting the circulars now in the mails, about 3000 have been sent out to persons known to be interested in the teaching of Spanish. As a result exactly 696 members paid dues for the year 1918. About 100 more have joined us for 1919. With fifteen life members we now number more than 800.

We ought to have at least one thousand members. Therefore let us inaugurate right here a Thousand-Member Drive. Let each active member make a pledge to secure one new member. Surely each one of us knows somebody who ought to join.

The names of the new life members, not previously published, are Professor Frank Dean Tubbs, of Lewiston, Me., and Dr. Erwin W. Roessler, of the High School of Commerce, New York City. All our life members are men. I say this to call the attention of the ladies to the splendid opportunity that is knocking at the door. I often wonder who will be the first lady in the land to become a life member of the Association.[1]

To interest our members and to secure others we are planning two extra numbers of HISPANIA in addition to those called for by the constitution. With six numbers, published about the first of February, March, May, October, November, and December, HISPANIA will be almost a monthly during the scholastic year. Just how we can afford to do this with a membership of 800, you will see more clearly from the financial report.[2]

Receipts for the year: Balance December 29, 1917		$1042.40
Dues to December 26, 1918		1284.15
Advertising and sales of HISPANIA		551.77
		$2878.32
Expenditures:		
Printing HISPANIA and miscellaneous expenses of officers		1700.04
Balance		$1178.28

[1] At the close of the business meeting Mrs. Charlotte Brewster Jordan seized the opportunity and joined the Association as a life member.

[2] The Treasurer's accounts were audited in detail by a committee composed of J. J. Arnao and A. Pasy, and reported correct.

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You note the big item in the receipts, $551.77 for advertising from HISPANIA. This is due to the indefatigable efforts of the advertising manager. In the name of you all I pay my respects to Dr. Roessler. To his efforts during the past year, and the coming year. our two extra numbers of HISPANIA will be due.

But you must second his efforts by securing new members and by helping to keep all the old members. In closing, I call upon all to work in the Thousand-Member Drive.

ALFRED COESTER,
Secretary-Treasurer.

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REPORT OF THE COMMITTEE ON SEAL

As chairman of the committee to select a design for an emblem for the Association to be used as a seal on official documents, I had the honor to submit the following to the Executive Council:

"The seal of the Association shall consist of a shield bearing a chief azure, with one white star, above the lion of Leon, gules on a field argent, and the castle of Castile on a field gules. Over the shield shall be a scroll with the motto, 'Todos a una'; under the shield the date, 1917."

The Executive Council did not altogether approve of this design. Hence it is necessary to appeal to the Association here in session to approve what has been done.

Now, to explain the various parts of the design. The lion and the castle are self-explanatory and meet no objection from anybody. The star on the blue field is intended to typify America; not the United States, but America in its broadest sense. We need something to represent America, North, Central and South America, and the islands thereof. If we, as teachers of Spanish, have one unassailable argument in favor of the teaching of Spanish, it is that Spanish is the language of our neighbors on this continent, and therefore English and Spanish are the languages of the future.

Does the star then typify America and the future? That the star symbolizes the future ever since the star of Bethlehem first rose above the horizon there can be little question. That a star may be used to typify America, consider that stars appear in the flags or coats-of-arms of the following eleven countries of America: the United States of North America, Brazil, Chile, Cuba, Honduras, Panama, Salvador, Venezuela, Ecuador, Paraguay, Bolivia. Furthermore, the stars in the American flag are used to signify union. Union likewise is expressed by the motto, "Todos a una." The motto has also a certain historic value for our Association because it was used in the first circular sent out in May, 1917.

The use to which the seal will be put ought also to be considered. Cut on a metal die, it will be used on documents. For that reason a relatively simple design is best.

ALFRED COESTER, Chairman.

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THE PRESIDENT'S ADDRESS

(Read at the Second Annual Meeting of the Association, New York, December 28, 1918.)

I greet you with great pleasure at the end of our successful and prosperous first year as an Association. I welcome you to our Second Annual Meeting with a lively feeling of joy and satisfaction on seeing you here. As I look into your faces I see the light of comradeship and strong purpose that augurs exceedingly well for the future.

It was not without some trepidation, but at the same time with considerable confidence in the wisdom of our collective judgment, that we launched our bark a year ago upon waters tossed by the storms of a world war. Even in the quiet scholastic cove where our modest little ship took to the water, the surgings and cross currents of the dolorous times made themselves felt to an uncomfortable degree.

Could our little craft weather the storm? Could our crew sail her safely in the gale? The answer to these questions I read in your happy presence here today. We have survived. Our crew has increased. The log-book of our ship, HISPANIA, containing the record of our voyage, is an interesting narrative. We have safely anchored in port after our first annual voyage.

War times were indeed inauspicious times in which to undertake the organization of our society. The world cried out for sterner things in America than a society of Spanish teachers. The sterner things were given in abundant measure by our country. And be it said at this time that many members of our society, some in khaki here and in France, many in highly important Government missions, both public and secret, here and abroad, some in hospitals, canteens, cantonments, or ambulance corps, have taken an active part in the all-important and serious work of war, now so magnificently won by the forces of right and justice. I could name you a most worthy and long list of our members who have been conspicuous in war service. And among our members has been evident the highest degree of loyalty to the noble, unselfish ideals of the Government of our beloved land.

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For the teachers of Spanish comprehend clearly that theirs is in essence a patriotic duty at all times. Besides offering themselves for participation in war service, they feel, I am sure, that in teaching Spanish well and effectively they are contributing much to the welfare of the country. They look into the future and see, as do all true American citizens, a greater United States of America. They have also the vision to see, I believe, a greater collective America, an America dedicated unitedly to the high ideals of freedom and democracy, an America stretching from our own land to the utmost bounds of Patagonia, Pan-America, a spiritual union of the English-, Spanish-, and Portuguese-speaking peoples of twenty independent republics. We look ahead and foresee a mutual understanding between all the Americas, a mutual appreciation of the work of each individual American nation and of the potentialities of each. This mutual understanding, already well begun, will grow and increase as never before. Suspicion that existed in Spanish America, of our nation, the most powerful in the group of New World peoples, has been, we believe, forever laid to rest by the disinterestedness and lofty sacrifice which that nation has shown in so unmistakable a manner in recent months.

But upon us generally as citizens of the most powerful nation in the New World, and upon us particularly as teachers of the language of eighteen of our sister American republics, lie peculiarly heavy burdens of responsibility. It is we who must do much to interpret to our fellow-citizens the intrinsic worth and soundness of Spanish-American civilization, the debt of the world to Spanish civilization in the history of the past and present, the progress and the possibilities of progress among those who speak Spanish. And the basis of all this work is the teaching of the Spanish language. How much friction and suspicion might have been avoided in the past between our country and Spanish-speaking lands had there existed among our citizenry an understanding of the Spanish language and the points of view of those nations that speak that language!

The attitude of superiority toward Spanish-American things and peoples so often assumed in the past by our business men, bankers, and even diplomats, is giving way to an attempt to understand those things and people. We needs must teach our youth, our future citizens, that the life and customs of Spanish peoples are

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different, it is true, but not, therefore, necessarily inferior to our own. All this may be done while we teach the Spanish language.

That Spanish honor, chivalry and bravery which have been a tradition through the centuries, have not been a mere tradition, is a thought that has been, by the process of comparison, rather forcibly impressed upon us recently. Remarks to this effect were heard a few weeks ago when that inglorious German fleet surrendered so ignominiously to the Allied navies. "Even poor old Cervera"—so ran these remarks of disgust—"sailed out of Santiago harbor with colors flying and guns in action, straight into what he knew was sure destruction, rather than to surrender without a struggle." Boasted German bravery, though supported by a fearful modern armada, becomes a laughing-stock in contrast with such deeds of heroic Spanish valor in the service of a forlorn hope. And Don Alfonso it was who chivalrously and insistently forced upon the German government recognition, which otherwise would have altogether perished, of the right of captives to life and proper treatment. The American and Spanish Ministers to Belgium it was who together made tremendous efforts to save the life of Edith Cavell.

Yes, Spanish traditions, Spanish literature, and the Spanish language have contributed and will contribute to the help of the world, to the benefit of Pan-America, to the good of our own United States. We cannot reject or demean them any more than we can reject or demean the traditions, literature and language of that other one of the two greatest republics of the world, France.

It behooves us, as teachers of Spanish particularly, to ever bear in mind that it is first of all for the good of our own land that we teach Spanish. And while we appreciate and teach Spanish traditions, literature and language, we do so to help our own citizens to a still higher place as leaders in the world; not as leaders in selfish commercial conquest, not primarily as leaders in financial operations, nor as leaders in military aggrandizement, but as leaders in the great fraternity of democracy, which exists in a more untrammeled state in the New World than in the Old. Here is our opportunity. Here is our work.

Our Association, humble in its beginnings, may and should continue to grow in usefulness to our country. To that end we seek new members. We seek the establishment of local chapters of the Association throughout the United States. Already plans are well

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under way for chapters in northern California, in Indiana, in Kansas, and in Philadelphia. More will follow. I bespeak your coöperation in this work of organization.

Our Association can also render a service in providing for visiting Hispanists from other lands opportunities to speak before the American public. I believe the universities would gladly help us to arrange a series of lectures by these scholars when they come to our shores. I hope we may have discussion of this topic today.

The Pan-American Union, through its Section on Education, has, as you know, put successfully into practice, with the help of our universities, a plan for educating in this country students from Spanish America. Can we not do something in a work complementary to this? Possibly we can arrange with the help of business men to establish scholarships for our own young people in Spanish-American institutions, where they may go to prepare themselves for capable, intelligent participation in interamerican affairs, in commerce, diplomacy, finance. It ought to be feasible to obtain the backing of chambers of commerce and exporting houses to make possible this most desirable opportunity. Will not the great fleet of merchant vessels we are building be engaged to a great extent in the transportation to Spanish countries of the output of our expanded factories? Shall not our young men be prepared by actual residence and study in Spanish America for the tremendous commerce we shall carry on there? I hope you will discuss this suggestion today under the head of new business.

Finally, I ask your unstinted aid in furthering the work of our Association. We have much before us to do if we are to live up to our opportunities. Do not depend upon a few to do this work. The effectiveness and real service of a society are measured by the devotion of each individual member thereof. The agencies of our society are its committees, its officers, and its journal, HISPANIA. Be active in service when given committee work. Help your officers by suggestions, advice, and friendly criticisms. They invite and welcome them. Make still more useful our publication by contributions to its pages, and by practical employment of its very valuable bibliographies and its articles.

In a few hours we shall again weigh anchor and our bark will begin its cruise of another year, this time on waters brightened by the promise of peace in all the world. The year ahead is rich with

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opportunity. All hands on deck! Labor there is in plenty. Let us steer our ship on a straight and determined course, regardless of whether the seas be rough or calm, and when next our ship drops anchor in port, may we find our crew more numerous, richer in the experience of service, in scholarship, and in intimacy of personal friendship. Os saludo y os deseo prosperidades mil en el Nuevo Año.

LAWRENCE A. WILKINS

NEW YORK CITY

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HISPANIA

(Read at the Second Annual Meeting of the Association, New York, December 28, 1918.)

In November, 1917, when we published the Organization Number of HISPANIA, the editor of the new review discussed briefly the problems involved in its publication and the policy of the editors. It was clearly pointed out that the editors proposed to carry out the policies and purposes of THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, of which it is the official organ. This we have tried to do. We begin the new year with new enthusiasm and new life, but we candidly admit that we are face to face with various problems which in the future will try the abilities and consciences of the most of us. The fundamental problems with which we are concerned have been discussed at various times by our associates, and, I believe, in a very able and comprehensive manner. These problems, however, we, the editors of the official organ of the Association, have the duty of discussing in print. This we have considered from the beginning a very high and noble mission, and we confidently face the future with the same enthusiasm and energy as in the past year. In what I have to say today I shall discuss some of our general problems only when they have to do with the immediate policies of HISPANIA and the editors. Before I enter into the discussion, however, I beg you to allow me to examine for a moment the road already traveled.

Our Association has just finished the first year of its existence. You have seen four regular numbers of HISPANIA; sufficient, I believe, to judge whether it is what you want or not. The editors have done their best. There are some things that have not satisfied the wishes of the editors, largely because we have not always been able to control the conditions necessary for the proper execution of our purposes. I desire, however, to state, on behalf of the editors of HISPANIA, that we have no apologies, excuses or explanations to make. We believe that HISPANIA has already established itself among the prominent language journals of our land, we have sufficient information which shows that a very large majority of our members are satisfied with it, and, what is much

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more, we interpret the increase in the membership of our Association from 400 in December 1917, to 700 in December 1918, as a silent but eloquent approval of the work we are doing. Please be kind enough to understand me clearly. The editors of HISPANIA, and certainly in a much less degree the chief editor, do not claim any special honor for the good work which we believe we are doing. It is clear to all of us, to begin with, that it is not HISPANIA alone that makes the Association. The good work begins with the President of the Association, the various committees, whether concerned with matters relative to HISPANIA or not, the efficient work of the Secretary-Treasurer and of the Advertising Manager, etc. These matters are so evident that it is unnecessary for me even to mention them here. I am limiting myself to a discussion of the work of our Association as regards HISPANIA only. The good work we have accomplished, as I have said, could never have been done by the present editors had it not been for the unselfish sacrifice of many of our members, editors and others, who have, even in times when war work was demanding most of their energies, yet found the time to lend us their aid. Without that coöperation we could have done nothing, and without it in the future we shall accomplish nothing. It may not be necessary to mention any names in this connection. As a matter of justice, however, I beg to call your attention to the fact that the number of individuals that have given the editor active and continuous coöperation is very limited. You could name the individuals yourselves. HISPANIA, as you are well aware, has developed certain well defined lines, some of which we understand are to be imitated in the future by other language journals in our country. We are very proud indeed to lead the way and thus serve as models for others. This is part of our mission. You know who are the associates who have developed some of these special lines of linguistic pedagogy. The names of Professor Northup, Professor Fitz-Gerald, Mr. Wilkins, Mr. Hatheway, Professor Jaén, and others should certainly not be passed over in silence when we are asked who are the persons who have given HISPANIA the high place it already occupies.

So much for the past. What is there that we can yet do to better accomplish our aims? HISPANIA has been in the past what it could be. Let there be no misunderstanding about that. In the future, likewise, HISPANIA will be what it can be. We must count

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on the active coöperation not only of a few as in the past, but on the active coöperation of a large number of our members. In November 1917 the editor of HISPANIA said in part:

"The betterment of the teaching of Spanish in our schools and colleges is our chief aim. The pedagogical side of our work, however, is to be viewed from a broad standpoint. Real, sympathetic teaching involves more than mere class drill or reciting lessons from textbooks. The American teacher of Spanish of tomorrow must be well prepared not only in the ordinary school and college disciplines which involve a good knowledge of the language and literature of Spain and the ability and enthusiasm necessary for successful teaching. Equally necessary is a complete and sympathetic understanding of the history and culture of Spain and Spanish America. For these reasons, HISPANIA, aside from giving to problems of pure pedagogical interest the great attention which they deserve, will also attempt to interpret sympathetically to our pupils and teachers of Spanish the history and culture of the great Spain of the past and present."

Today, our plan and policy are the same. Our pedagogical problems, however, must be more fully discussed in the future.

I believe I voice the opinion of most Spanish scholars and teachers when I say that in order to teach a language a teacher must first be sure that he knows the language to be taught. It is unnecessary to waste words about a matter that is so clear. The knowledge of a language is, then, the first requisite in language teaching. To know a language and to know it well is the fundamental requisite, and in itself implies some chances of being able to teach it successfully. The best language teachers are men and women who have a perfect knowledge of the language they teach, have enthusiasm for teaching, understand human character and have real personality. A course in pedagogy will not furnish any of these fundamentals. Those who lack all these fundamentals should never attempt to torture young people in the classroom. But there is another side to the medal. Most of us do not belong to either of the above classes of mortals. We have struggled hard to acquire a little knowledge of the language we wish to teach, we have some enthusiasm, we have an imperfect understanding of human character and a mediocre personality. We need, then, the stimulus, the teachings, the advice of those that do possess the fundamentals in ques-

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tion to a high degree. And here is where pedagogy comes in. Some of my associates do not like the word *pedagogy*. I myself should prefer the term *the science of teaching*. The name, however, is the least of our troubles. HISPANIA in the future should give more attention to pedagogy, especially with relation to the problems of the secondary schools. The editors hope that in the future the teachers who are able and willing to coöperate as contributors to HISPANIA will send in material for publication along these important lines. The young teacher who begins to teach Spanish will certainly learn much from the discussions which I hope will appear in the future in HISPANIA concerning the manners and ways of teaching the language. There are as many methods of teaching a language, we are told, as there are teachers of the language. So much the better. The young and inexperienced teachers can select what seems best from all, and the result should be fortunate. There are some teachers who do not know how to teach because they have never been in contact with real teachers, or because teachers have not been eager to coöperate in mutual expression of opinions and ideas relative to teaching. HISPANIA will welcome always articles on the pedagogy of language, in fact begs for such articles. The editors, I hope, will not be taken to task for not publishing material which they do not get. But let us have somehow and at some time a correct interpretation of what we mean by pedagogy in the teaching of Spanish. If by pedagogy is meant reciting Spanish poetry backwards, and other stunts of the nature, I do not believe in it and shall merely tolerate it. If by pedagogy is meant teaching young teachers the value and necessity of stressing the essentials in language and teaching them well, following such directions, for example, as are given in Mr. Wilkins' *Spanish in The High Schools*, then I am a strong advocate of pedagogy and wish to see more and more of it.

Editors should be brief for the reason that they are judged by their past work rather than by future promises, and rightly so. I have already said that we have no apologies, excuses or explanations to make. I shall be even more bold, and frankly declare that we have no promises for the future. The members of the American Association of Teachers of Spanish should consider HISPANIA their own work. The editor is only their servant. *Todos a una* is the emblem of our Association, and HISPANIA claims a share in this

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idea. We need the active coöperation of each and every member of this Association. We are developing slowly but confidently. *Las cosas de palacio van despacio.*

There is one American ideal that has been crystallized definitely in the great war which we have just won, and to which I beg to call special attention here. We have here in our great democracy certain problems which we must solve by common counsel and common work. We ourselves must solve them. Truth is eternal and here in America we have the ability and the opportunity to seek it. *The ideal of work, of service, is now crystallized as an American ideal.* The legend of service has in it infinite possibilities. We can solve our problems in our Association if we are willing to work, to be of service. Let each and every member of our Association consider HISPANIA a personal matter. All of us should "do our bit," should contribute to make it what it should be, not only the official but the representative organ of The American Association of Teachers of Spanish.

LIBRARY OF THE UNIVERSITY OF CALIFORNIA

From the report made by our efficient Secretary-Treasurer you will observe that we are financially prosperous. It has been decided to publish henceforth six numbers of HISPANIA per year instead of four, a feature which I believe will be welcomed by all. The numbers will appear in the months of February, March, May, October. November, and December. Each number will be approximately of 64 pages. This will give us more space and will enable the editors to give more attention to various problems which thus far have not taken definite shape. The bibliographies will appear quarterly in March, May, October, and December.

AURELIO M. ESPINOSA

LELAND STANFORD JUNIOR UNIVERSITY

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WAR-TIME CONFERENCE RESOLUTION

Resolution of the War-Time Conference of Modern Language Teachers, adopted at the meeting of the National Education Association, July 3, 1918:

WHEREAS, we recognize the teaching of the American National ideals of Liberty, Democracy, and Humanity to be a first and paramount duty of every instructor in foreign languages; and,

WHEREAS, the part played by textbooks is of the greatest importance in its influence on school and college youth; therefore, be it

Resolved: (1) That as teachers of the foreign modern languages we pledge ourselves to refrain from the use of any book, whether of grammatical method, literary content or critical character, which in its subject matter or critical or illustrative apparatus tends to weaken in the minds of our youth the American ideals of Liberty, Democracy, and Humanity;

(2) That in the preparation for publication of critical or illustrative works, of whatever character, and in the editing of foreign language texts, we pledge ourselves to emphasize in every way possible these national ideals;

(3) That the examination of foreign language texts from this standpoint be referred to the joint committee on texts of the Federation of Modern Language Teachers' Associations and the Association of Modern Language Teachers of the Central West and South in order that they may recommend only such lists of texts as contain nothing out of keeping with the national ideals above mentioned;

(4) That copies of this resolution be sent to the various associations bearing responsibility in this matter, viz: The Modern Language Association of America, the Association of Modern Language Teachers of the Central West and South, and the constituent associations of the Federation of Modern Language Teachers' Associations and the American Association of Teachers of Spanish, as well as to the Emergency Council on Education of the National Council of Defense, and that they be published in the *Modern Language Journa* HISPANIA, and as many other journals of modern language teach as poss. le.

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NOTES AND NEWS

[University and college notes and news for publication in HISPANIA should be sent to Professor Charles P. Wagner of the University of Michigan, Ann Arbor, Mich., and high school notes and news should be sent to Mr. Percy B. Burnet of Manual Training High School, Kansas City, Mo., or Mr. Max A. Luria of De Witt Clinton High School, New York.]

Professor Northup of the University of Chicago is editing for school use, *El Estudiante de Salamanca* of José Espronceda.

Mrs. Charles Brewster Jordan, the English translator of Blasco Ibáñez, *Los Cuatro Jinetes del Apocalipsis,* has joined our association as a life member.

Mr. Romera-Navarro, assistant professor of Spanish in the University of Pennsylvania, has been lecturing in Spain during the last few months, on American-Spanish relations.

The renowned Mexican poet, Amado Nervo, has recently visited New York and other American cities, giving various addresses to select audiences of enthusiastic admirers.

The enrollment in the various languages studied in New York City was as follows on October 23, 1919: Spanish, total 22,161; French, total 19,065; Latin, total 13,686; German, total 6,216; Italian, total 63.

The students of the French Department of Morris High School, New York, presented on December 7 the play, "L'anglais tel qu' on le parle," under the able direction of Miss Emma Armand, head of the department.

Mr. M. A. Luria of the De Witt Clinton High School, New York, recently addressed the New Jersey State Convention of Modern Language Teachers on "Pertinent Problems That Must Be Met in the Teaching of Modern Languages".

Miss Harriet V. Wishnieff of 414 West 118th Street, New York, has been given the agency for the United States of the principal Spanish publishing houses. She is especially anxious to serve the needs of the members of THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH.

Miss Gracia L. Fernández of the New Utrecht High School, Brooklyn, N. Y., delivered an interesting address on "The Scope of Modern Languages in American Education Following the War," before the recent meeting of the Modern Language Association of the Middle States and Maryland.

The New York Chapter of the American Association of Teachers of Spanish met at Columbia University, Saturday morning, November 9. An able address was made by Sr. Miguel de Zárraga, editor of the *Revista del Mundo,* on "España y los Estados Unidos". Prof. A. M. Espinosa of Leland Stanford Jr. University, and editor of HISPANIA, gave an interesting talk on the aims and plans for this journal.

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The Spanish pupils of the Waller High School, Chicago, presented with great success the four playlets, "La Joven Médica," "La Criada Astuta," "Caperucita Encarnada," and "Los Hados," on the 15th of January, under the direction of Miss Edith Cameron, teacher of Spanish.

The Spanish students of the High School of Commerce and the Washington Irving High School of New York City presented on December 14 the well-known playlet, "Castillos de Torresnobles," by Carolina Marcial Dorado. A large and enthusiastic audience applauded the good work of the students.

In a final notice of the *Bulletin of High Points* for November, 1918, we read that with that number the publication of the journal ends. The *Bulletin of High Points* has been generally received as the most helpful guide published within recent years for the modern-language teachers of secondary schools. It is difficult to see how New York teachers can get along without it.

The modern-language teachers of Philadelphia have founded a new modern-language publication, called *The Modern Language Bulletin*. In the leading editorial of the first number (September, 1918) high praise is given to the *Bulletin of High Points*, published in New York under the editorship of Mr. Wilkins. The first three numbers give promise of a scholarly, dignified, and practical journal for the modern-language teachers. The editor is Benjamin Reibstein, of Northeast High School, Philadelphia.

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OBITUARIES

EDOARDO SAN GIOVANNI

Edoardo San Giovanni pasó a mejor vida el 21 de octubre de 1918, de pulmonia.

Nuestro finado compañero venía de la cepa de los estudiosos. Nació en Nápoles en 1877, y heredó de su padre, Tito San Giovanni, el amor al arte y a los libros. Vino a los Estados Unidos en el año 1900 para dirigir el periódico italiano *Il Progresso*, tarea que abandonó en 1903, para dedicarse a la enseñanza. El estudio de los idiomas le fascinaba, y entre ellos el del latín. Con sus versos latinos había ganado varios premios. Además de su propia lengua, el italiano, hablaba con rara perfección el español, el francés, y el alemán. Conocía la literatura española tan a fondo como si se hubiese dedicado a su estudio toda su vida. Al fallecer dejó el Dr. San Giovanni una nutridísima colección de libros españoles, que había leído y releído con fruición de enamorado.

Eso era nuestro querido colega: un enamorado de los libros, y al mismo tiempo un ambicioso en su profesión. Esa ambición fué lo que le impulsó, a pesar de la indiferencia que sentía por todo lo que sonase a teorías pedagógicas, a dedicar años de estudio en prepararse a oposiciones para el cargo de maestro de lenguas modernas.

Trabajador infatigable, fué profesor de idiomas en el Manual Training High School de Brooklyn, en la escuela nocturna del College of the City of New York, en el colegio de San Francisco Xavier, y en el Adelphi College durante el curso veraniego. Pero sus multiples ocupaciones y actividades jamás le apartaron de sus deberes de padre de familia, que lo era ejemplar, así como fué excelente esposo, excelente amigo e intachable ciudadano.

A San Giovanni le debí, durante su vida, más de un momento de esa grata y amena conversación de que se goza con personas de ideas afines; y ahora, para remate, le debo después de su muerte, el privilegio, tan grato en sí mismo como penoso por la causa que lo motiva, de escribir por primera vez un pequeño artículo para la revista de nuestra Asociación.

ALFREDO ELÍAS

COLLEGE OF THE CITY OF NEW YORK

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JULIAN JUDERÍAS LOYOT

En Madrid ha fallecido el 19 de julio de 1918 D. Julián Juderías Loyot, autor de interesantísimos trabajos históricos cuyo mérito acababa de ser sancionado recientemente con la recepción del autor en la Real Academia de la Historia.

Aunque el Sr. Juderías había dedicado gran parte de su actividad el estudio de los problemas sociológicos, favorecido por su conocimiento práctico de los principales países europeos, su renombre estaba vinculado principalmente en sus publicaciones de carácter histórico, entre las que sobresalen las monografías tituladas *Un proceso político en tiempo de Felipe III, Don Pedro Franqueza, Conde de Villalonga,* y *España en tiempo de Carlos II, el Hechizado.* Pero ninguna de estas obras valió al Sr. Juderías la popularidad que su trabajo de divulgación histórica, *La Leyenda negra* le conquistó rápidamente.

Es *La Leyenda negra* la obra entusiasta y valiente de un patriota. Expone el Sr. Juderías con gran claridad el proceso histórico de la formación de esa opinión casi universal que simboliza en el espíritu español todos los pecados de crueldad, fanatismo e intolerancia, y con gran riqueza de datos históricos demuestra que hay en esta opinión un exclusivismo injusto que la falsea. El autor examina y combate todos los aspectos de este cúmulo histórico de columnias, imputaciones y desdenes que sombrea la historia de España en el concepto de casi todos los extranjeros y no pocos españoles, y opone, en breves y sencillas afirmaciones, los indiscutibles resultados favorables de la investigación imparcial sobre la colaboración de España en el progreso histórico de la humanidad.

En su discurso de recepción en la Academia de la Historia, pocos meses antes de morir, el Sr. Juderías disertó sobre *La reconstrucción de la Historia de España desde el punto de vista nacional.*

Los españoles deben gratitud a este investigador, malogrado en plena juventud, cuyo patriotismo no fué una palabra vana, ni una veleidad sentimental, sino una actividad generosa y fecunda. Los hispanistas del mundo entero reconocen en él un historiador justo e imparcial.

FELIPE M. DE SETIÉN

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REVIEWS

CONTEMPORARY DRAMA TEXTS

The foreword to one of the series discussed below says: "Parece evidente que el estudio del español se dirige ahora más que antes a las realidades actuales de los pueblos hispánicos, y que por lo tanto la literatura que debe ser conocida y utilizada generalmente en las clases debe ser la literatura de hoy, la literatura actualmente viva, la que representa el espíritu y los ideales actuales de la gran comunidad hispana." This spirit and these ideals are nowhere more manifest than in the drama; theatrical works offering at the same time a conversational vocabulary and a rapidity of action that holds the interest of the student. For this reason the series of contemporary drama texts inaugurated by two American book companies will be very welcome. The following three volumes have already appeared in these series:

(a) **Teatro de Ensueño,** by G. Martínez Sierra. Edited with introduction, notes, exercises, and vocabulary, by Aurelio M. Espinosa, Ph.D., Associate Professor of Spanish, Leland Stanford Junior University. World Book Company, Yonkers-on-Hudson, New York, 1917. 12mo., xviii + 108 pp. (65 text, 12 exercises, 26 vocabulary).

(b) **El Príncipe que Todo lo Aprendió en los Libros,** by Jacinto Benavente. Edited with introduction, notes, exercises, and vocabulary, by Aurelio M. Espinosa, Ph.D., Associate Professor of Spanish, Leland Stanford Junior University. World Book Company, New York, 1918. 12mo., xvi + 87 pp. (44 text, 14 exercises, 26 vocabulary).

(c) **Tres Comedias: Sin Querer, De Pequeñas Causas . . ., Los Intereses Creados,** por Jacinto Benavente. Edited by John Van Horne, Ph.D., University of Illinois. D. C. Heath & Co., Boston, 1918. 12mo., xxxvi + 189 pp. (105 text, 23 notes, 60 vocabulary).

(a) Professor Espinosa in his introduction emphasizes the "deep feeling" and "inspiration" of Martínez Sierra's prose. As Professor Owen says, in his recent review of this edition (*Modern Language Journal,* November, 1918, Vol. III, No. 2), this is somewhat a matter of opinion. To some of us his prose seems artificial and studied, rather than inspired, but all will agree that in beauty and grace it is unsurpassed in modern Spanish. This is ample justification for the publication of this text, and both high-school and college students will find the three short plays very pleasing. The vocabulary is not so poetic that it has no practical value, though some may doubt the wisdom of using it as a basis for composition. However, the exercises are well written and some may find them of service.

The short introduction is evidently written for the student and gives a sympathetic glimpse of the modern Spanish stage. The book is well printed and typographical errors are few. Professor Owen has called attention to what he calls "trifling infelicities of detail," so these need not be mentioned

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here. Some are of little importance, some merely variants in choice of English readings. A note to p. 22, l. 16, reads: "*La reina que dices:* 'the queen whom you mention.' The use of *decir* with this meaning is now archaic." Professor Owen's statement that this is common colloquial Spanish of today is open to question. P. 58, l. 20, reads: "*El rey quiso morirse también de pena,*" and we find in a note: "*Quiso:* the preterit is used to express the intensity of the wish." This Professor Owen doubts, and says: "The past absolute of *querer* is best translated 'tried'." Would he have it translated "The king *tried* to die of grief"? This would be obviously absurd. The best translation is probably: "The king would willingly have died of grief, but could not." In *Don Quijote* (Chapter III), "*y jamás quiso (levantarse) hasta que le hubo de decir,*" etc., the meaning is very similar, expressing the intensity of his will. Certainly one should not translate *agosto* (p. 32, l. 6) "harvest," though the vocabulary might have glossed it "the harvest-month".

In the hands of an appreciative teacher these little plays should prove an inspiration to even the high-school student and awaken him to the beauties of the Spanish language.

(b) is a play written for a children's theater and can be read earlier in the course and by younger students than (a). The introduction gives a clear outline of Benavente's work and defines his place in contemporary Spanish literature. The Biographical References might be more complete and would be more useful if they mentioned some articles and reviews published in English that would be accessible to the high-school teacher, for example, the excellent introduction by John Garrett Underhill to his volume, "Plays by Benavente" (New York, 1917).

The book as a whole is better edited than (a), the translations in notes and vocabulary more happily chosen. A very few variations and omissions may be mentioned. P. 3, l. 9, *si . . . no hubiéramos de faltarle,* is translated, "if . . . we did not have to fail him". "Fail" is rather unusual in this sense; a better rendering would be "to leave him". P. 9, l. 14, *acabara* should have a note on this use of the subjunctive. *Principal* is given in the vocabulary, "principal, chief". These would hardly do for p. 10, l. 18, and p. 12, l. 23; "important" would be better. P. 17, l. 23, *venga* should be explained either in notes or vocabulary. The archaic *vos* is explained, p. 30, l. 1 note, but this explanation should be given before (p. 15, l. 11). But one serious typographical error may be noted (p. xv, l. 16), *confusa* for *confiada* in the title of the second part of *Los intereses creados.* We miss a more extended discussion of the latter, certainly the best known and by many considered the best of Benavente's plays, but perhaps space would not permit.

Every student of Spanish should know something of Benavente, and no play is better suited to introduce him to the master than this children's drama, and it is especially adapted to high-school classes. The exercises are practical, and in this case will be very useful, since the text is simple and affords excellent and varied material for conversation and composition.

(c) From this simple text, practically edited for students' use, one turns with trepidation to the stupendously erudite volume of Benavente's plays called *Tres Comedias.* A twenty-page introduction discusses Benavente's

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dramatic career, including a complete list of his plays, taken from the title pages of the *Teatro*. The student will be puzzled by some of these titles, as the words are not given a place in the vocabulary. Imagine a first-year student (and the editor thinks the book might be used in the first year!) translating *La Malquerida, Las cigarras hormigas, La Losa de los sueños*, etc., at sight! Perhaps the introduction is not meant for students' reading. If not, why put it in? Few will agree with the editor in his selection of the plays worth discussing in detail. Some of the best are ignored, or passed over lightly. For *Los intereses creados* itself one is referred to the notes, but the discussion there found (pp. 116-118) sheds little light on the significance of the play. A partial synopsis of the sequel, *La Ciudad alegre y confiada,* is given, but breaks off in the middle without even finishing the plot. The high-school student and teacher too, who, of course, will not have the original at hand, will doubtless like to know what becomes of Crispín, Leandro, *et al.* Nor does Dr. Van Horne explain the meaning of the title and its source (Zephaniah II, 15). He says, "*La Ciudad alegre y confiada* does not seem quite to reach the standard of its predecessor". And as a dramatic composition it certainly does not, but as a play inspired by the great war and as a study of present-day social and political problems it is surely worth more than a few passing words in so pretentious an edition of *Los intereses creados*. A brief bibliography follows the introduction. Why is a reference given to the French edition (1913) of FitzMaurice-Kelly, when teachers will be more likely to have at hand the later Spanish version? The short sketch of Benavente in Spanish, presumably by Professor Onís, general editor of the series, elucidates some points brought out in the introduction. Neither tells much about the modern Spanish theater. No mention is made of the *género chico*, to which all of the plays in the volume belong.

The book is remarkably free from typographical errors, and the vocabulary is quite complete; most of the idioms are placed there, where they should be, rather than in the notes. The terms, *ministro, ministra, presidente,* etc., will be understood by one who knows Spanish politics, but otherwise, "minister," "minister's wife" (ministress!), "president," etc., are very misleading. How should the student know that *presidente* means "*Presidente del Consejo* —"premier"—and that a minister's wife is not the wife of a clergyman? Likewise the explanations of *cartera* and *Congreso* are inadequate, since the Spanish governmental system is so different from ours; *oposición* and *ministerial* are not explained at all. For the latter only "ministerial" is given. We translate, then (p. 34, l. 3), "If you had resigned, the *ministerials* would say so". How many American students know what "ministerials" are?

One note may be cited in full, as an illustration of a certain kind of text-editing (p. 123): "*Ordenanzas.* Ordinances or police regulations that required (and still require) Spanish innkeepers to report to the authorities within twenty-four hours of the arrival of a guest, his name, the place from which he comes, his business, and other details. A satisfactory statement of the law is to be found in the *Novísima recopilación, Lib. III, Tit. XIX, Ley XXVII, 4.* The *Novísima recopilación* is published in fairly convenient form in Alcubilla's *Códigos antiguos de España* (p. 1011). Of course, the date

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assigned to the action of *Los intereses creados* is anterior to 1805, the year of the formulation of the code just mentioned; but the legal requirement was approximately the same in the earlier time."

The question suggested by the above is: "For whom are notes intended?" For the student, the teacher, or the editor? The student clearly cares nothing for all this. The first sentence explains all that he needs to know or should take time to read. Not one teacher of Spanish in a thousand has access to the work of Alcubilla, nor would he be interested in looking it up if he had. If he did, it would give him no information needed in understanding the play he is reading. It is plain, then, that the notes in many of our school texts are written partly for the editor's benefit, as evidence of time and trouble spent in gathering information from remote sources. There is room for critical editions of many works of literature, but this type of what may be called "Germanic scholarship" should find no place in a text that is to be put into the hands of high-school students and college freshmen. Yet the editor does not tell such students who François Villon and Molière were (p. 121, notes)! Why mention Villon at all? Does he suppose that all high-school students are familiar with Villon's ballads and Molière's plays?

Of what possible use to the student is the information that the Teatro Lara is "situated on the Corredera Baja de San Pablo, considerably to the north of the Puerta del Sol (p. 117)"? Or similar details concerning the Teatro de la Comedia (p. 107) and the Teatro de la Princesa (p. 114)? The notes will hardly be used as a guide-book, and, if intended as such, the information might be still more explicit. Details should undoubtedly be given concerning places mentioned in the text, but the specific location of these theaters is of no importance to anyone, save a visitor in Madrid. Yet the *Advertencia General* says of this series (p. 5): *"Las notas tendrán un carácter práctico."*

Spanish is being taught as a living language and to younger students than formerly, hence our texts must be practical rather than erudite. Let editors put into the notes what will be of real help to the student and to the teacher of perhaps limited information in other fields. To so present *Los intereses creados* that the student may understand the spirit of New Spain and the philosophy of life of her greatest living dramatist, should be the mission of a text such as the one here discussed. The teacher who knows Modern Spain and knows Benavente can do this without notes or introduction; it is for the teacher who does not, and for the pupils of such a teacher, that they should be written, and in the criticisms here made this point has been constantly in mind.

An American edition of this great play has been awaited for some time. It should find a place somewhere in every college course, and will be a useful text in the third or fourth year of high school. It certainly should not be read by first-year students, either in high school or college.

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HISPANIA

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LOS ESTADOS UNIDOS Y LOS PAÍSES DE HABLA ESPAÑOLA

(Address delivered at the Second Annual Meeting of the American Association of Teachers of Spanish, December 28, 1918, in New York.)

Por fin cumplo con una promesa hecha a nuestro distinguido Presidente, el Sr. Wilkins, no cumplida por causas ajenas a mi voluntad, pero reiterada con el mayor deseo de pagar la deuda de gratitud ya contraída por la distinción que se me hace.

Vengo hoy a cambiar impresiones con vosotros, individuos de la Asociación Americana de Maestros de Español, no a hablaros con una autoridad de que carezco, sino a exponer ante vosotros, que seguís con interés y cariño la carrera del profesorado, algunas consideraciones que puedan serviros de estímulo en la enseñanza del castellano, uno de los idiomas más hermosos, como música, como expresión del pensamiento, como lengua comercial, de las tres cuartas partes de nuestra América.

Esta guerra, imperdonable por la sin razón, la crueldad, la maldad con que se ha llevado a cabo, ha venido a enseñarnos que la solidaridad de nuestras instituciones públicas depende de la solidaridad de nuestras relaciones de amigos, de vecinos, de correligionarios políticos. Estas relaciones que deben tener como base un perfecto conocimiento de nuestras costumbres, nuestras modalidades, nuestra psicología, nuestras necesidades de la vida diaria, tienen que descansar sobre las bases de una comprensión mutua de lo que somos y lo que aspiramos a ser.

Y mientras no nos entendamos, mientras no nos acerquemos unos a otros por medio del lenguaje que traduce los pensamientos, habrá

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siempre desconfianzas, suspicacias, errores que las necesidades de momento nos obligarán quizás a tolerar, pero que no se olvidarán e irán amontonándose y creciendo y fermentando hasta producir antipatías injustas y enemistades que no tienen razón para existir.

Son los Estados Unidos de América la más antigua de nuestras repúblicas, y las otras del continente tomaron como base al establecerse la constitución de aquélla. No entraré a discutir si, como dicen algunos, en la aplicación de muchas de esas bases anduvimos más o menos ligeros, nosotros los hispano-americanos; ésta es materia de otro órden, que bien podemos dejar a los historiadores, jurisconsultos y amantes de controversias políticas. Baste para mi propósito decir que, si tomamos como modelo de nuestras repúblicas la carta fundamental de la mayor de las del continente, esa identidad de instituciones es natural que traiga identidad de intereses, ya que todos ocupamos el mismo hemisferio y que podemos como vecinos, más o menos remotos, conservar relaciones de mutuo provecho en todos los órdenes.

Los Estados Unidos, que por su extensión territorial, las riquezas de su suelo, la diligencia de sus habitantes, la solidez y estabilidad de sus instituciones, es hoy el país industrial más próspero del universo, para su vida diaria, para sus industrias, para conservar sus riquezas, necesita de los productos, las materias primas, los minerales, que abundan en la América tropical y subtropical. Éstas a su vez no pueden pasarse, para su propio desarrollo interno, sin los productos industriales que les hacen falta para explotar con ventaja los frutos de sus riquezas naturales.

Ha sido hasta hoy obstáculo para el establecimiento de mayores lazos comerciales con los Estados Unidos la competencia europea en la América Española, competencia a la cual este país no ha sabido oponer los medios que sus rivales han puesto en juego para ganarse la buena voluntad, la amistad y hasta la gratitud comercial de los hispano-americanos.

Es cierto que este descuido de parte del comerciante, el fabricante, el capitalista, el banquero y el mismo político americano—o *estadunidense* como hoy ha comenzado a llamarse el hijo de esta grande, hermosa y valiente república—tiene explicación. Cuando se recuerda que desde hace apenas medio siglo—después de la Guerra Civil separatista—todos los esfuerzos de los Estados Unidos se concentraron en la reconstrucción del país y el desarrollo de sus

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riquezas e industrias, no puede uno menos de admirar ese espíritu de trabajo y resolución al que se debe la enorme prosperidad de que disfruta.

Pero mientras este desarrollo se efectuaba, los grandes centros industriales, monetarios, comerciales de Europa extendían sus relaciones ya de muy antiguo establecidas en todos los pueblos de la América Española, abrían nuevas casas de comercio, y con estos nuevos créditos a los comerciantes y productores de allí, cuyos gustos y necesidades estudiaban, cuyos caprichos satisfacían complacientes, cuyas costumbres respetaban, cuya sociedad frecuentaban en términos de igualdad y camaradería, y con cuyas familias se enlazaban fundando nuevos hogares honorables y respetados.

Para esta conquista comercial y social se contaba con un arma poderosa, el conocimiento de la lengua española, el idioma de la mayoría de los países de la América del Sud. Era el español el que servía para las necesidades del tráfico comercial, el que se empleaba para conservar las relaciones sociales, el vehículo del pensamiento a través del cual se conocía la naturaleza íntima de pueblos de otra raza y de otras costumbres.

Y como se entendían unos y otros, fueron desapareciendo desconfianzas y suspicacias, y naciendo simpatías, amistades y respeto mutuos, y se establecían créditos y se facilitaban las operaciones mercantiles. Debido a estas relaciones y el deseo, estimulado por el comerciante extranjero, de hacer viajes a Europa, los comerciantes de la América Española enviaban luego a sus hijos a educarse en aquellos centros de cultura.

Con este sistema se hacían más fuertes los lazos de amistad entre unos y otros, y se iba imponiendo poco a poco la cultura moderna europea en el corazón de nuestras sociedades, de origen europeo ellas mismas, en nuestras costumbres, en nuestra literatura, y como consecuencia inevitable, nuestras relaciones de comercio se extendían y hacían más importantes.

Desde hace cerca de treinta años, en realidad desde que se celebró en Wáshington el Primer Congreso Panamericano, convocado por James G. Blaine, a la sazón Secretario de Estado de los Estados Unidos, comenzó a tomar cuerpo en este país la idea de fomentar el comercio con la América Española. La llamada entonces Oficina Internacional de las Repúblicas Americanas—hoy Unión Panamericana—fué creada por ese primer Congreso a propuesta del delegado

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de Colombia, con el objeto de facilitar datos e informaciones comerciales y financieras de todo género acerca de todos los países del hemisferio americano.

Cómo ha cumplido la Unión Panamericana, no hay para que decirlo, basta citar el hecho de que las conferencias subsiguientes la han reorganizado dos veces, a medida que ha ido creciendo y cobrando dignidad la institución, que hoy cuenta con un edificio propio, para cuya construcción contribuyó generosamente el filántropo Carnegie, lo mismo que todas las repúblicas del hemisferio americano, las cuales acuden con una subvención anual a su mantenimiento y mejora.

El Palacio de la Unión Panamericana en Wáshington, además de su valor moral, puesto que representa nobles ideales de paz, confraternidad e igualdad, es una de las joyas arquitectónicas de la Capital de los Estados Unidos, sin rival ni parecido en el país. Hoy tiene en su biblioteca 40,000 volúmenes acerca del movimiento legislativo, económico, comercial, industrial y político de las 20 repúblicas de la América del Sud, su historia y mucho de su literatura. Publica mensualmente, en cuatro ediciones separadas, un Boletín en español, inglés, portugués y francés, que son las lenguas de las Américas, y tiene un personal muy competente para la información, el cual está al servicio de cuantos solicitan datos relativos a los 21 países que componen la Unión. Con los elementos que allí existen podemos seguir paso a paso el desarrollo de las relaciones, de todo género, entre los Estados Unidos y el resto de las naciones de América. Así cumple la Unión Panamericana la propaganda que le está encomendada; pero ésta no estaría completa sin la gestión personal, incansable del Director General, el señor Barrett, que no pierde ocasión de dar a conocer, ya de palabra, ya por escrito, el tesoro de riquezas y oportunidades que para el fomento de la política de la mejor inteligencia y del comercio y el bienestar material de todas las repúblicas, existen en cada una de ellas.

Convencida de la necesidad urgente de acercar más y más cada día a todos los pueblos del continente americano por medio de vínculos que no sean solamente los creados por el intercambio de mercancías y de capitales, no ha cesado la Unión Panamericana de promover de cuantos modos ha podido el establecimiento de otras corrientes sociales que se resuelvan en sentimientos de verdadera simpatía, en

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aprecio sincero, del valor moral y de la cultura de pueblos que, si son de diferentes razas y lenguas, tienen los mismos ideales y viven en el mismo hemisferio.

Estos anhelos han hallado eco simpático entre los hombres de buena voluntad y visión serena de toda la América, y así hemos visto sucederse, con sede en distintos países, reuniones internacionales, importantísimas, de órden general como las llamadas Conferencias Panamericanas, y congresos panamericanos médicos, científicos, comerciales y financieros, escolares y otros. En estas reuniones, a donde han concurrido hombres eminentes de cada una de las naciones de América, aportando cada cual la más alta expresión de cultura del país que representa, se han formado nuevas amistades, se han discutido problemas de interés científico, jurídico, económico, bajo diferentes aspectos, según la necesidad de cada cual, estableciendo bases de mayor acercamiento y de esa igualdad que debe existir entre pueblos que la Naturaleza ha puesto en un mismo continente, que tienen rasgos históricos en común, y comparten los mismos ideales políticos, que pueden servirse mútuamente para su mayor provecho y bienestar material.

Las Conferencias Panamericanas han recomendado, como vía de mayor acercamiento, la fundación de una Oficina de Educación en Wáshington encargada de buscar y establecer las bases de una corriente educativa entre los pueblos de América de lenguas derivadas del latín y el de habla inglesa. En este programa entra naturalmente la popularización del estudio del castellano y el portugués en los Estados Unidos, y del inglés en la América del Sud, y el mejor conocimiento de la historia, la literatura y la vida de nuestros pueblos todos.

La guerra europea ha venido a entorpecer el desarrollo del plan, como lo recomiendan los Congresos Científicos Panamericanos. Pero en el empeño de cumplir hasta donde sea hacedero con recomendaciones de tanta importancia, en la Unión Panamericana de Wáshington se ha creado una Sección de Educación, la cual ha venido trabajando por establecer las bases de un verdadero intercambio escolar y educativo en lo que algunos llaman Pan-América. Hasta hoy se ha logrado conseguir que 50 instituciones de los Estados Unidos ofrezcan instrucción gratuita a estudiantes sudamericanos que llenen las condiciones reglamentarias para ingresar a aquellos planteles de educación, y durante

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el año que va a comenzar, ya más normalizada la situación mundial, algunos estudiantes vendrán a este país, debido exclusivamente a los esfuerzos hechos por la Sección de Educación.

Ha sido materia de interés y correspondencia de la Sección el fomentar el estudio del español en los Estados Unidos y el inglés en la América Hispana, a fin de que más adelante se pueda establecer un intercambio de estudiantes y profesores para cimentar mejor nuestras relaciones de todo género.

Además de las dificultades económicas con las cuales se tendría que luchar para establecer este canje de estudiantes y profesores, una vez obtenido el cambio, es materia de importancia inestimable el conocimiento del español por parte de los que en los Estados Unidos hubieran de beneficiarse de las lecciones y conferencias de los profesores de canje. También el conocimiento del idioma facilitaría desde luego el trabajo de los estudiantes que fuesen a la América Hispana. Pero se me ocurre que si tal sistema de canje se ha de poner en práctica, los primeros llamados a gozar de esas ventajas habrían de ser los maestros de español, que con buen conocimiento de la lengua podrían ir a perfeccionarse a Sud América, mientras enseñan allí el inglés o alguna otra materia en inglés.

Y al llegar aquí me viene al recuerdo una creencia que algunos maestros de español parecen alimentar, no sé si por el deseo de distinguirse de los demás o porque en realidad así lo crean; hablo de la ocurrencia de que el español que se habla en la América Hispana es distinto del que se usa en la península española. De aquí que algunos crean que sea necesario enseñar el idioma como se habla en Sud América, en vez de la manera como se habla en España, mientras que otros opinan lo contrario.

Como no he venido a esta grata reunión a entrar en discusiones filológicas, me limitaré a consignar en rasgos generales lo que ya sabéis todos, que el español no es más que uno; que las diferencias que puedan existir en el empleo y aun en la diversa significación de algún vocablo es obra del uso, del medio ambiente y a veces de la ignorancia; que el idioma escrito es uno mismo y las variantes que se hayan podido introducir en la ortografía son de tan ligera importancia que cualquiera las comprende; que en cada uno de los países de la América Hispana hay de uso diario y corriente palabras de origen local, que los españoles conquistadores aceptaron desde luego, o bien porque los nativos las entendían o porque ellos mismos

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no conocían otro equivalente, ya por ignorancia, ya porque no existiera por aplicarse a algo nuevo que en España no había; que la América Hispana no fué poblada por españoles de un mismo pueblo, sino que acudieron a ella vascos, andaluces, castellanos, aragoneses, catalanes,—en fin, de todas las provincias de España, y dejaron allí sus modos de decir, su manera de pronunciar; y por último, que si aplicamos igual razonamiento al inglés tal y como se escribe y se habla en Inglaterra, madre del idioma, y en cada una de sus colonias y dependencias, en los Estados Unidos y cada uno de los estados que lo componen, tendremos iguales diferencias de palabras, pronunciación, y ortografía.

El español clásico es uno, y de estudiar un idioma se debe aprender el que consagra como bueno el uso de los doctos; lo demás es cuestión de detalles, a veces demasiado pueriles para merecer importancia.

Supongo que la mayoría de los que estudian español lo hacen más desde el punto de vista comercial que del científico. La América Hispana, que siempre ha ofrecido un campo fértil y productivo para los que han sabido explotarlo, sólo aguarda la industria, el capital, el esfuerzo del que quiera desarrollar sus riquezas. Para lograr ese fin es el español elemento de absoluta necesidad, y si antes lo ha sido, más lo es hoy, pues allí está el campo en donde el comerciante y el banquero han de hallar cuanto se necesita para esta nueva era de progreso y reconstrucción que ha de venir después de la guerra. El que vaya a la América Hispana, si conoce el español, obtendrá ventajas que no puede alcanzar el que ignore el idioma, por más que sea una maravilla, un genio en el arte de hacer negocios.

Para estrechar las relaciones que existen entre los Estados Unidos y los países de habla española, tenéis vosotros un elemento poderoso y principal, la enseñanza del idioma que abrirá a quienes lo posean las puertas de los hogares y el corazón de los habitantes de todos los países que tienen y conservan con orgullo la lengua de la cual dijo Carlos V que había sido hecha para hablar con los dioses; aquélla en que se ha escrito el libro más humano y hermoso de las edades, "El inmortal *Don Quijote*"; en que se han cantado las hazañas del primero de los Capitanes, "El Cid"; que ha servido para consignar la historia del descubrimiento y la conquista de un continente. Lengua que por su flexibilidad, su armonía, su belleza, es como un instrumento músico que da todos los matices de la gama

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de los sentimientos y pasiones humanas, y así rie como llora, es humilde en la oración y valiente en el poema épico, profunda en la filosofía y ligera en el canto, colorido en la pintura, pero siempre sonora, siempre fiel y rica intérprete de las variadas sensaciones.

Una lengua de tanta importancia sirve así para el comercio como para la ciencia, y siendo, como es, la expresión de más de 51 millones de habitantes, en la América quien llegue a adquirirla no sólo tendrá un guía que le lleve de una en otra sensación, de uno a otro descubrimiento, sino que ampliará su educación, acrecentará su fortuna, y, extendiendo el ángulo de la visión humana e intelectual, adquirirá una nueva personalidad que completará la suya propia.

Y ya que tenéis la palabra mágica que ha de abrir esos nuevos horizontes, debéis animaros a llevar adelante el interés por esos pueblos, esas civilizaciones que se extienden al sur más allá de vuestras fronteras terrestres y marítimas; y debéis hacerlo animados no sólo de un sentimiento generoso de confraternidad, sino en beneficio de los grandes problemas que ha de traer la nueva era de paz.

Tiempo es de que se establezca de manera sistemática el estudio de la historia, la geografía y la literatura de la América Hispana, como materia importante del programa educativo de las escuelas secundarias y de los colegios del país.

Los Estados Unidos han salido ya, impulsados por su propio desarrollo industrial, así como obligados por las circunstancias de la guerra mundial, de esa vida de centralización que han venido sosteniendo atraídos por su propia fuerza productiva, que bastaba para todo. Ésa era la época del desarrollo interno del país, y como éste ha alcanzado un grado eminente las miradas del ciudadano de los Estados Unidos buscan hoy otros horizontes. Por esto es que el sistema de educación estadunidense tiende de algún tiempo a esta parte a abarcar materias que antes merecían poca atención, y que por no tener mayor aplicación en la práctica de la vida diaria eran sólo consideradas como materias de adorno.

La influencia que ha de ejercer en todas las esferas de actividad del país la vuelta de esos centenares de miles de hombres que por la primera vez en su vida se han podido dar cuenta de que el mundo va un poco más allá de su pueblo o de su radio de acción, será de una importancia inconcebible en el porvenir de los Estados Unidos. Estos valientes que han cruzado los mares y han expuesto sus vidas en defensa de derechos atropellados y de ideales nobles y generosos,

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al volver al hogar traerán consigo nuevas ideas, nuevas ambiciones y un espíritu de tolerancia, que sólo se adquiere fuera de los límites del país, y que se arraiga en el corazón después de sufrir las amarguras de la adversidad y de pasar por el crisol del dolor humano.

Estamos, pues, a las puertas de un período de reconstrucción, no solamente comercial sino de ideales, de educación, de amplitud de miras y de juicios humanos. El criterio de superioridad de razas, fundado en la ignorancia de lo que pasa en el mundo y en discrepancias de gustos y costumbres, desaparecerá para ser reemplazado con el de la igualdad del mérito, basado en una verdadera apreciación de los esfuerzos ajenos, debida al conocimiento de la lengua, la historia y la psicología de otros pueblos y otros hombres.

En vuestras manos está, señores profesores de español, el dar impulso a ese movimiento, y es por eso que la obra que os está encomendada ha despertado un eco simpático en mi corazón de hispano-americano y en mi interés como encargado de la Sección de Educación de la Unión Panamericana. Vengo, pues, a ofreceros mis parabienes como hispano-americano y toda mi cooperación en mi carácter oficial.

FRANCISCO J. YÁNES,
Subdirector de la Unión Panamericana

WASHINGTON, D. C.

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SPANISH-AMERICAN POETS OF TODAY AND YESTERDAY

I. Rubén Darío

The choice of a subject for this first of a series of studies in recent Spanish American poetry is easily made. Chronologically, priority of treatment might well be claimed by three poets, Gutiérrez Nájera of Mexico, José Asunción Silva of Colombia and Julián del Casal of Cuba, but their claims are more than counterbalanced by those of Rubén Darío, the recently deceased poet of Nicaragua. He is undoubtedly the most important poet in recent Spanish literature and is, moreover, the best representative of all the recent tendencies in the poetry of Spain and of Spanish America.

Literary movements in the last fifty years, especially in poetry, have followed each other in rapid succession. The last of the great Romanticists were forced into the background by the classical reaction; the *Parnassiens* held the field for a time and then gave way to the *Décadents* and *Symbolistes,* known generally as the *Modernistas* in Spanish America and in Spain. Then, finally, in the early years of the present century, the *Modernistas* had to give way to the young poets of today, the "New Poets" as they are sometimes called for lack of a better name. The fact that these movements were of short duration makes it possible to study their essential characteristics in the poetry produced by one versatile writer during his short life of less than fifty years; in the successive volumes of Darío's poetry, particularly in those entitled *Azul...* (1888), *Prosas Profanas* (1896), *Cantos de Vida y Esperanza* (1905), excellent examples of all these literary tendencies may be found.

Born in the Republic of Nicaragua in 1867, Rubén Darío spent only a small part of his life in his native country; just as, in spirit, he wandered at will through all ages of the past, so in body he sojourned for longer or shorter periods of time in many parts of the world. Travel was a vital necessity for his restless spirit, "navigare necesse est" the device on his shield.

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Por atavismo griego o por fenicia influencia,
siempre he sentido en mí ansia de navegar,
y Jasón me ha legado su sublime experiencia
y el sentir en mi vida los misterios del mar. (*Retorno,* 1909.)

Throughout his wanderings and sojournings in many parts of the world literature absorbed his intellectual and spiritual energy, and numerous volumes of poetry, critical essays and impressions of travel give proof of his continued literary activity from his early years until his death in 1916.

A precocious child, imaginative and impressionable, he began to write poetry almost as soon as he could write at all, and his poems finding their way into the press, before he had completed his thirteenth year he became known in his country as "el poeta niño." With his entrance into journalism in 1881 began his wanderings through the New World and the Old. In 1888 we find him in Chile, where he published in that year *Azul...*, a collection of short stories and poems that laid a firm foundation for his reputation in literature. Shortly afterwards he joined the staff of one of the most widely known newspapers of the New World, *La Nación,* of Argentina, the newspaper that took him to Buenos Aires for many years and that supplied him with the means of travel and sojourn in Europe. In the pages of *La Nación* appeared first most of the articles of literary criticism and impressions of travel that were collected later in his numerous volumes of prose. His native country supplemented from time to time the means of livelihood and the honors he gained by his pen. In 1892 he was one of the delegates sent by Nicaragua to the Colombian celebrations in Madrid. For some time he served his country as consul in Paris; for a shorter time he was Nicaraguan Minister in Madrid. In 1906 he attended the third Pan-American Conference at Rio Janeiro as secretary of the Nicaraguan delegation. In the winter of 1914-1915 he came from Spain to this country in the cause of international peace and closer Pan-American relations. Ill health took him to his native country, where he died in the following year.

Turning now to his literary productions, we find little to detain us in his first volume of precocious verse, *Epístolas y Poemas,* of importance only in the study of the gradual evolution of a clever imitator of the French and Spanish poets of the preceding generation into the strongly individualistic leader of the *Modernistas.* The

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poems of his next volume, *Los Abrojos,* indicate a transference of his allegiance from Victor Hugo and Zorrilla to Bécquer and Campoamor. The influence of his models is still apparent, although the introduction of a more personal note into some of the poems shows that he is on the way toward independence. Composed in brief moments of relaxation from his arduous journalistic duties in Santiago de Chile and written in the manner of Campoamor's *Humoradas,* many of these short poems are filled with the bitterness and cynicism of a young man upon whom disillusionment has come with the first close contact with the real world, "las amarguras, los duelos, los desengaños y anhelos" of a young man of twenty. Fortunately, this mood of skepticism, moral agitation and despondency did not outlive his twentieth year; a different mood is that of the following year when he published the collection of poems, *Azul . . .*, beginning:

Mes de rosas. Van mis rimas
en ronda a la vasta selva
a recoger miel y aromas
en las flores entreabiertas.

This small volume of prose and poetry, its title suggested by Victor Hugo's well-known remark, "L'art, c'est l'azure," gained for Rubén Darío a firm foothold in the literary world of Spain and Spanish America. Juan Valera gave it a warm welcome in one of his *Cartas Americanas,* finding everything in it admirable except its title and the strong French influence. In his analysis of the six beautiful poems of the volume he called attention to the literary qualities that place them in the Parnassian school of poetry; their smooth versification, highly polished, though apparently spontaneous; their clear-cut, carefully-chiseled images; the author's cosmopolitanism and intimate familiarity with many literatures; the entire absence of any moral or didactic purpose. He found in them little to disturb the conservative critic; and indeed it may be said that it is necessary to study them from the vantage ground of our present knowledge of Darío's leadership, in order to see working in them the leaven that was to change, by gradual evolution, the conventional poet of *Epistolas y Poemas* of 1885 into the *Modernista* of the *Prosas Profanas* of 1896.

It is in the prose selections of *Azul . . .* that we find unmistakable signs of a literary revolution, literary qualities that place the author

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among the great masters of contemporary Spanish prose, Valle Inclán, Benavente, José Enrique Rodó. In the content of these prose selections, fantastic, idealistic impressions, rather than stories in the ordinary sense, it is still the poet that creates. In *El Velo de la Reina Mab,* the fairy queen, overhearing the complaints of the four disconsolate artists, "del fondo de su carro, hecho de una sola perla, tomó un velo azul, casi impalpable, como formado de suspiros, o de mirados de ángeles rubios y pensativos. Y aquel velo era el velo de los sueños, que hacen ver la vida de color de rosa. Y con él envolvió a los cuatro hombres flacos, barbudos e impertinentes," who then joyously and hopefully resumed their tasks. In *El Rey Burgués,* the poor poet, with his high ideals and aspirations, can find no means of gaining a livelihood in the kingdom of the bourgeois king, who turns a deaf ear to his panegyric of the poet's mission and orders him to earn his daily bread by grinding out music from a hand-organ; and even while performing this humble task he is neglected and left to die of cold and hunger, "como gorrión que mata el hielo, con una sonrisa amarga en los labios, y todavía con la mano en el manubrio. ¡Oh, mi amigo el cielo está opaco, el aire frío, el día triste. Flotan brumosas y grises melancolías . . ." Similar to the fine satire in *El Rey Burgués* on present-day industrial civilization, with its love of luxury and ostentation, its complacent satisfaction with the mediocre in the arts, is that of *El Sátiro Sordo.* Orpheus visits the kingdom of the Deaf Satyr, charms all nature with his divine harmony and offers to remain if the Satyr is willing. The latter consults his two advisers, the *alondra* and the *asno.* Unable to hear the favorable counsel of the lark, he turns to the ass, gravely and wisely ruminating, moving his head slowly from side to side. Taking this to mean dissent, the Satyr refuses to permit the sweet singer to remain.

The innovations in the prose in which these stories were written were due mainly to Darío's careful study of French writers. Valera noted with disapproval this strong French influence, the "galicismo mental," as he termed it, and Darío himself, on page 165 of his *Letras,* confesses his indebtedness, especially to Catulle Mendès. In the exquisite prose of *Azul* . . . we find flexibility, delicacy, fine shading, clarity and precision of expression; rhythmical flow of language; absence of provincialism and of all local color, characteristic of the prose *Modernistas.*

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When Darío went to Madrid in 1892, four years after the publication of *Azul . . .*, he was received with open arms by the established poets and critics of Spain; they still looked upon him as one of themselves and failed to see in him the literary revolutionist that was soon to overturn them from their pedestals. Four years later, with the publication of his *Prosas Profanas,* he became the recognized leader of the new movement in literature known as *Modernismo.*

That the great change in Darío's literary principles was a gradual one and that it was entirely self-conscious may be ascertained from a careful study of his writings. Some of the signs of change have been already noted in *Azul . . .*, particularly in the prose selections. The definition that he gives of *Modernismo* in the introduction that he wrote in 1890 for a volume of *Tradiciones Peruanas* by Ricardo Palma shows the progress he had already made in the new direction:—"el espíritu nuevo que hoy anima a un pequeño pero triunfante y soberbio grupo de escritores y poetas de la América española. Conviene a saber: la elevación y la demostración en la crítica, con la prohibición de que el maestro de escuela anodino y el pedagogo chascarrillero penetren en el templo del arte; la libertad y el vuelo; el triunfo de lo bello sobre lo preceptivo en la prosa, y la novedad en la poesía; dar color y vida y aire y flexibilidad al antiguo verso que sufría anquilosis, apretado entre tomados moldes de hierro. Por eso, él (Ricardo Palma), el impecable, el orfebre buscador de joyas viejas, el delicioso anticuario de frases y refranes, aplaude a Díaz Mirón, el poderoso, y a Gutiérrez Nájera, cuya pluma aristocrática no escribe para la burguesía literaria, y a Rafael Obligado, y a Puya Acal, y al chileno Tondreau, y al salvadoreño Gavidia, y al guatamalteco Domingo Estrada." The critical essays that he collected in book form in 1893 under the title *Los Raros* showed his entire sympathy with the new movement and established his reputation with the *Modernistas* as an authoritative critic and a master of Spanish prose. In these excellent studies of the more individualistic of the older poets, that "soñador maravilloso," Edgar Allen Poe, for example, and of the contemporary *décadents* and *symbolistes* poets of France, Verlaine, Rémy de Gourmont, Moréas, etc., he put before his fellow *Moderinstas* the literary principles that they should follow. His own poems written about the same time and collected in 1896 in the volume, *Prosas Profanas,* assured for

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him leadership among the ardent young poets that were making Buenos Aires the literary center of the new movement. With all the enthusiasm of revolutionists he and his followers made their attack upon traditional literary principles. Recalling this period of his life in Buenos Aires he wrote in 1912 in his autobiography (*La Vida de Rubén Darío escrita por el mismo,* page 196), "Yo hacía todo el daño que me era posible al dogmatismo hispano, al anquilosamiento académico, a la tradición hermosillesca, a lo pseudo-clásico, a lo pseudo-romántico, a lo pseudo-realista y naturalista, y ponía a mis raros de Francia, de Italia, de Inglaterra, de Rusia, de Escandinavia, de Bélgica y aun de Holanda y de Portugal, sobre mi cabeza."

The collection of poems published in 1896 with the curious title, *Prosas Profanas,* established for all time Darío's leadership in the literary movement known as *El Modernismo* in Spanish America and in Spain; he it was who first completely assimilated the poetic principles of the French symbolists and made of them an integral part of modern Spanish poetics. He had indeed his precursors in Spanish America to whom due credit should be given, the three poets mentioned at the beginning of this article, any one of whom might have disputed with Darío the title of leadership had he been permitted to live a few years longer. In the writings of these poets may be found almost all the innovations of the *Modernistas,* but in none of them so completely and definitely as in the writings of the Nicaraguan poet.

Before Darío came into close contact with French literature, the violent reaction from realism and Parnassianism, known as the *décadent* movement, had fallen into disrepute because of the absurd exaggerations and the licentious modes of living of some of its exponents; it had already given way to the allied, though more respectable, *symbolist* movement. It was this movement that had reached its efflorescence when the French influence upon Darío became strong, and in many poems of his *Prosas Profanas* its essential characteristics may be found.

First, as regards the technical aspect, we find a great change of permanent value to Spanish poetry, a casting off of all the rules of prosody that depended merely upon their age and traditional prestige for their authority. In the longer verse forms the caesural pause was freely shifted, and in many cases little attention was given to the coincidence of metrical and sense pauses. His com-

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plete mastery of many metrical forms gave him the reputation of being the most skilful and versatile metrist in Spanish. This multiplicity of metrical forms was due more to his careful study of Spanish poets from the earliest times down to his own day than to his imitation of the bold experiments of the French symbolists or to his own invention. Probably very little, if anything, entirely new in prosody was invented by him; archaic meters were given new life; old and disused forms were resurrected and given new flexibility. Gonzalo de Berceo, Juan Ruiz, Góngora and others rewarded his study with many suggestions. When accused by conservative critics of rashly imitating French metrical experiments, he could well say in his defense that he would have no fear in confessing to "cualquiera de los dos Luises o a Fray Gabriel Téllez."

His indebtedness to early Spanish poets and his extraordinary metrical skill have been recognized by many critics. The statement made by Ramón Pérez de Ayala in his *Ofrenda de España a Rubén Darío* is typical of many that might be quoted: "No hay metro alguno de los empleados en la poesía castellana, desde sus orígenes, que Rubén Darío no haya conocido en su más secreto mecanismo y tratado en consecuencia con peregrina gracia e insuperable maestría."

This breaking away from conventional forms of verse was due, in part, to another characteristic of symbolism, the close association of poetry and music. Just as Parnassianism was closely allied to painting and sculpture, was the poetry of color and form, symbolism had its closest affiliation with music, was the poetry of sound and rhythm. Unable to produce the desired musical effects by means of the conventional meters, the symbolists cast aside many of its bonds and delighted in new combinations. In *Prosas Profanas* are many masterpieces of melodious verse (*Sonatina, Era un aire suave, Sinfonía en gris mayor*), in which to the lyric melody of other great Spanish poets was added the suggestiveness of Wagnerian music.

This musical suggestiveness is closely associated with the chief characteristic of symbolism as regards content, the suggestion of ideas, sensations, moods, by means of symbols; by allusion merely, not by direct mention or description. Darío's fine literary taste and capacity for self-criticism kept him from going to the absurd extreme of some of the *Symbolistes* and *Modernistas*, who attempted to

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work out a definite scheme of sense associations, color in music, music in color, color and perfume in vocal sounds. Quite apparent, however, in his *Prosas Profanas* is this tendency of the symbolists, the result of the strong reaction from the precision and objectivism of the Parnassians. Many examples might be given of this suggestiveness of Wagnerian music, of this entire subjectivity, in which vague personal sensations have taken the place of the logical ideas and clear-cut images of the Parnassians. The eminent novelist Valle Inclán, in the preface to his *Corte de Amor,* ascribed this subjectivity in the *Modernistas* to "un vivo anhelo de personalidad," because of which there was to be seen in the younger writers "más empeño por expresar sensaciones que ideas. Las ideas jamás han sido patrimonio exclusivo de un hombre, y las sensaciones sí."

Associated with this expression of purely personal sensations and the suggestiveness of symbols and sounds are other qualities in *Prosas Profanas* that are readily excused in the exquisite poetry of Rubén Darío, but that brought his influence into disrepute in the abuses of his servile imitators. With him the disassociation of art and morality did not result in licentiousness of thought, because of his innate refinement and his belief in the identity of truth and beauty, the object of his life-long cult. The refined sensualism that made physical love the motive for many beautiful poems was held in check by this love of the beautiful, by his instinctive shrinking from all that is vulgar or ugly in the moral as in the material world. His aristocratic exclusiveness, symbolized by the *torre de marfil,* the *torre ebúrnea,* the *alcázar interior,* to which he retired for poetic inspiration, broke, for the time being, all vital contact with the world of reality, a contact that was to be re-established fortunately at a later period. The cosmopolitanism that permitted his spirit to wander at will through all ages and all countries in search of the beautiful and the rare resulted in his temporary "anti-americanism," the studied avoidance of local color and racial traditions that became mere affectation in his imitators. The exoticism that produced *Divagación* readily lent itself to mere artistry in a school of poets. The elegant artificiality of the court-life of Versailles in the 18th century made its irresistible appeal during this period and inspired some of his most beautiful verses, a notable example being the Watteauesque fantasy, beginning:

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Era un aire suave, de pausados giros;
el hada Harmonía ritmaba sus vuelos;
e iban frases vagas y tenues suspiros
entre los sollozos de los violoncellos.

The exoticism of the poet of *Prosas Profanas* found expression also in many lines and poems of Hellenic inspiration,—a Hellenism, it should be noticed, not of ancient Greece, but that of Italy of the Renaissance (*Friso, Palimpsesto,* etc.), or that of France in the early years of the 18th century and in the late years of the 19th:

Amo más que la Grecia de los griegos
la Grecia de la Francia, porque en Francia
al eco de las risas y los juegos
su más dulce licor Venus escancia.

The strange title that Darío gave to this collection of poems was as a red flag in the eyes of conservative critics, who either lacked understanding of its significance or were out of sympathy with the author's poetic ideals. On the other hand, it cannot but seem strangely appropriate to one who appreciates the literary qualities of the poems contained in the volume and the etymological history of the two words *prosa* and *profana.* In his study of the Old Spanish poets Darío became familiar with their use of *prosa* in the sense of "poem in the vernacular." He knew, too, the sequences or *proses,* Latin hymns that resulted from the setting of words to the music following the Alleluia in the Roman Catholic liturgy, a practice that became popular in the early 10th century. That the title was suggested by these sacred *proses* of the liturgy is clearly indicated by the second element, *profanas,* that is, "not sacred." This conjectural explanation of the title and the literary qualities already noted in the poetry indicate its appropriateness. Just as the liturgical hymns, the "sacred proses," broke away from the quantitative meters of Latin verse and came to depend for their rhythms upon accent, so the "profane proses" of Darío broke away from conventionality in form and content. "C'est une trouvaille," exclaimed the subtle critic of the *Symbolistes,* Rémy de Gourmont, and there are now few critics who will not agree with him.

The publication of *Prosas Profanas* in 1896 established Rubén Darío's leadership in Spanish America in the new literary movement known as *Modernismo.* His three precursors, already men-

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tioned, had prepared the way for the general acceptance of the new ideas; moreover, because of the close literary relations between France and Spanish America, the Spanish-American writers were on familiar terms with the *Décadents* and *Symbolistes.* Known first as *Decadentistas* and *Simbolistas,* they preferred the new name, *Modernistas,* and as such they are now generally known.

It was in Spain itself that the new movement met with strong opposition. More conservative than the Spanish Americans, less familiar with the literary movements in France, the poets and critics of Spain still followed the literary conventions and traditions, and treated with open hostility or silent contempt the new volume of poetry of Darío, whose *Azul* . . . they had received so kindly a few years before. Then came the disastrous war with the United States, with its resultant shock to their complacent acceptance of traditional methods. The older and more conservative writers looked on with apathy and pessimism; the younger and more vigorous assumed a receptive attitude toward the writers of other countries, especially those of their own race in the New World. As a result of the war Spain and her former colonies were brought into a closer intellectual and cultural union than had existed for almost a century. Because of wide-spread suspicion of the imperialistic tendencies of the "Colossus of the North," and because of racial affinities, Spanish American writers rallied to the support of the afflicted mother country, and the latter, her pride humbled, was ready for a family reconciliation. In the closing years of the century many Spanish American writers found their way to Spain and gave effective aid in the spread of new and progressive ideas. Among the names of the contributors to the many new periodicals and reviews that attest the literary revival appear those of the leading *Modernistas,* Rubén Darío of Nicaragua, Amado Nervo of Mexico, Leopoldo Díaz and Lugones of Argentina, Díaz Rodríguez of Venezuela. The younger writers of Spain welcomed the new influence; the older held themselves coldly aloof. In his autobiography (1912) Darío says of the year and a half that he spent in Spain in 1899 and 1900 as foreign correspondent for *La Nación* of Buenos Aires: "Esparcí entre la juventud los principios de libertad intelectual y de personalismo artistico, que habían sido la base de nuestra vida nueva en el pensamiento y en el arte de escribir hispano-americanos, y que causaron allá espanto y enojo entre los intransigentes." Worse than

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active hostility was for him persistent indifference. In the series of letters that he sent to *La Nación* (collected in 1901 under the title, *La España contemporánea*) he gave expression to his dissatisfaction with the progress being made. "There is nothing," he wrote in his letter of November 28, 1899, "que justifique ataques, ni siquiera alusiones. La procesión fastuosa del combatido arte moderno ha tenido apenas algunas vagas parodias." He declared that, except in Catalonia, Spanish writers were not interested in the new literature, that the traditional formalism and a peculiarly Spanish system of morality and aesthetics made ineffective "todo soplo cosmopolita, como asimismo la expansión individual, la libertad, digámoslo con la palabra consagrada, el anarquismo en el arte, base de lo que constituye la evolución moderna o modernista." That he underestimated his own influence and that his pessimism was unfounded is proved by the rapidity with which the new movement spread and by the fact that among his admirers at that time were several young writers who have since become the acknowledged leaders of contemporary Spanish literature, Valle Inclán, Pío Baroja, Benavente, Martínez Sierra, Juan Ramón Jiménez, Azorín, and others of almost equal importance.

No sooner had *Modernismo* gained general recognition in Spain and Spanish America during the first years of the present century than a new tendency began to deplete its ranks of its most virile and talented writers; the first phase of the movement gave place to the second, that of present-day literature, in which Darío became one of the best exponents, although no longer the undisputed leader. This breaking of ranks was due to many causes. Darío, especially in the symbolist stage of his evolution, was not a safe poet to imitate, except by those of strong individuality and sound literary judgment; and unfortunately many of his most ardent admirers lacked these qualities. Some of the most easily imitated characteristics of his *Prosas Profanas* were not far removed from mannerisms, were saved from becoming defects by his exquisite poetic temperament and fine literary taste; some of his followers, lacking these saving qualities, soon brought the name of their leader into disrepute. His aristocratic exclusiveness became with them snobbishness; his exquisiteness, his ultra-refinement of thought and word, became effeminate affectation; his skilful metrical experiments led to all sorts of exaggerations; his symbolism opened the way to unintelligible

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euphuism; his poems inspired by the elegance of 18th-century court life in France and by Hellenism of the French variety let loose a deluge of poems on the same themes, but without inspiration. As in the case of that other great poet of three centuries ago, Luis Góngora, with whom Darío might well be compared as regards poetic temperament and literary influence, the master suffered from the abuses of his followers; just as *gongorista* came to be a term of reproach, so *rubendariaco*. Qualities permissible in one great poet become intolerable in a school of poets. "¡No existiría un peligro igual para la armonía de la Naturaleza y para la sociedad de los hombres, si todas las plantas fueran orquídeas; diamantes y rubíes todas las piedras; todas las aves cisnes o faisanes; y todas las mujeres sirvieran para figurar en crónicas de Gyp y cuentos de Mendés" (José Enrique Rodó, in his masterly analysis of *Prosas Profanas*).

The more vigorous and talented of the younger poets, seeking freedom from the bonds of tradition, began by recognizing Darío as master, but having once gained this freedom, they were determined to retain it. They perceived, too, the danger that lurked in too close imitation of a poet inimitable in his own special field; they turned away from the artificiality and pose of too many of the *Modernistas,* from their dilettanteism, from their French and Hellenic exoticism; they strove to cast off all foreign influence and struck out along a new path that has led them back to nature, to actual life as they see it, to racial and national inspiration. Darío himself was quick to see the injury being done to his reputation by a too servile imitation that he was far from desiring: "No busco que nadie piense como yo, ni se manifieste como yo. ¡Libertad! ¡Libertad! mis amigos. Y no os dejéis poner librea de ninguna clase" (*Opiniones,* 1906). As far back as 1899 he was aware of the harm being done the movement by the tendency toward mere artistry of some of those calling themselves *Modernistas.* In his letter to *La Nación* for November 28th of that year he wrote: "Hoy no se hace modernismo—ni se ha hecho nunca—con simples juegos de palabras y de ritmos. Hoy los ritmos implican nuevas melodías que cantan en lo íntimo de cada poeta la palabra del mágico Leonardo: Cosa bella mortal passa, e non dell' arte."

Even before it became generally apparent that *Modernismo* was to lose its ablest supporters, the versatile genius of Darío was assim-

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ilating the new ideas in literature. Rather than remain the leader of a lost cause, he preferred to follow the lead of the able exponents of the "New Poetry." Morever, the new movement struck a responsive chord in his nature; ideas and feelings that had lain dormant until then were now given an opportunity for expression, the result being the production of some of his most enduring poems. The volume of poetry published in 1905 with the significant title, *Cantos de Vida y Esperanza,* gives him an important place among the most vigorous poets of contemporary literature.

These poems composed during the six years from 1899 to 1905 show no absolute break with the poetic theories that underlie the poems composed during the preceding ten years and published as *Prosas Profanas* in 1896 and in 1900; there is, however, in many of them a new note that clearly differentiates the third stage of his literary evolution from the two preceding. With the avowed purpose of breaking the bonds of conventionality and tradition in both the form and content of poetry, he had consciously avoided local color and racial feeling; he had even sought remoteness from the actualities of life, taking refuge in his high tower of ivory, his *alcázar interior,* to which pure art alone could find an entrance. The result was the production of many poems of exquisite beauty in form, of rare refinement in thought and sentiment, of great metrical variety. The result was, too, the suppression of that part of his nature that was ready to respond to the call of race and of humanity when permitted to do so. That pure art alone could not satisfy him he tells us in the preface to his *Cantos de Vida y Esperanza:*

> La torre de marfil tentó mi anhelo,
> quise encerrarme dentro de mí mismo
> y tuve hambre de espacio y sed de cielo
> desde las sombras de mi propio abismo.

Cosmopolitan aspirations harmonized with his poetic theories so long as he remained under the influence of the French symbolists and so long as he remained in Spanish America; later, study and travel in the mother country and absence from his native land during his sojourn in many parts of Europe aroused in him the pride of race that supplied him with new themes for poetic inspiration. In the stately, measured hexameters of the *Salutación del Optimista,* "Ínclitas razas ubérrimas, sangre de España fecunda," he shows

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his pride in the glorious accomplishments of the Spanish race and his firm belief in the renaissance of its spirit and ideals. Similarly in the poem *Al Rey Oscar:*

> ¡Mientras el mundo aliente, mientras la esfera gire,
> mientras la onda cordial alimente un ensueño;
> mientras haya una viva pasión, un noble empeño,
> un buscado imposible, una imposible hazaña,
> una América oculta que hallar, vivirá España.

With racial pride, nowhere manifest in his earlier poems, he says in *Los Cisnes,* "Soy un hijo de América, soy un nieto de España." Criticized because of his Gallicism in *Prosas Profanas* and in *Azul...*, he shows in many poems of his last phase that he was thoroughly Spanish at heart.

Just as at the call of race, so at the call of humanity his muse ventures forth from his ivory tower, from the "jardín de sueño, lleno de rosas y de cisnes vagos," into the world of actualities, the result being a quite noticeable growth in the seriousness of his conception of the poet's mission. There is in the poems of this colllection less of the aristocratic exclusiveness; although he still shows little desire to become the poet of the masses, he does show interest in what the masses are doing and thinking. Love as a theme of inspiration no longer holds its dominant position; other feelings and passions, contemporary events and men of action supply material for poetical compositions in which the content becomes as important as the form. The exoticism of *Prosas Profanas,* "muy siglo diez y ocho y muy antiguo y muy moderno, audaz, cosmopolita," was in keeping with the poet's conception of art at that time, his "bookish" inspiration, his self-conscious seeking for the quintessence of thought and sensation; it would have been out of place in poems inspired by contemporary life and deep personal feeling. If the charge of effeminacy was not without foundation when applied to the poet of *Prosas Profanas,* it could surely no longer be made against the poet who had written *Marcha triufal,* with its strong free verse and bold rhythmic swing in the Whitmanesque manner. Equally vigorous in form and content is the ode, *A Roosevelt,* in which the poet voices the widespread suspicion of Spanish Americans in the first years of the century toward the imperialistic tendencies of the strong Anglo-Saxon Republic. "Tened cuidado. ¡Vive la América española! Hay mil cachorros sueltos del León

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español." If physical strength be lacking, God will protect that part of America "que aun reza a Jesucristo y aun habla en español."

Just as the first part of the title of *Cantos de Vida y Esperanza* indicates a closer contact with life, so the second part suggests renewed hopefulness in the author's outlook upon life. *Prosas Profanas* is perhaps "un libro optimista," as José Enrique Rodó said of it, "a condición de que no confundáis el optimismo poética con la alegría de Roger Bontemps"; and yet, because of his comparative lack of seriousness toward his art, its optimism is much less convincing than that of *Cantos de Vida y Esperanza*. That he had periods of doubt and melancholy when he drank deep of the cup of bitterness is proved by such poems as *Melancolía, Nocturno, Lo Fatal, Letanía de nuestro señor Don Quijote,* in which we find a world-weariness and despondency more profound than in any of his earlier poems because of the more evident sincerity of the poet's emotions. There are, however, other poems, *Salutación del Optimista,* for example, in which his optimism is equally evident. Moreover, his prose writings of about the same time confirm the sincerity of this optimism. After listening to the pessimistic complaints of Nuñez de Arce (*Un paseo con Nuñez de Arce, España Contemporánea*), he exclaims: "la misión del poeta es cultivar la esperanza, ascender a la verdad por el ensueño y defender la nobleza y frescura de la pasajera existencia terrenal, así sea amparándose en el palacio de la divina mentira." In *Tierras Solares,* 1904, speaking of the "tristeza andaluza," he says: "Yo tengo fe en la vida y en el porvenir. Quizá pronto la nueva aurora pondrá un poco de su color de rosa en esa flor de poesía nostálgica. Y al ruiseñor que canta por la noche al hechizo de la luna, sucederá una alondre matutina que se embriague de sol." In the first stanza of the prefatory poem of *Cantos de Vida y Esperanza,* he repeats the same idea in poetic form:

> Yo soy aquel que ayer no más decía
> el verso azul y la canción profana,
> en cuya noche un ruiseñor había
> que era alondra de luz por la mañana.

A tranquil spirit, faith in life and Christianity, is indicated by the last stanza of the same poem:

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La virtud está en ser tranquilo y fuerte;
con el fuego interior todo se abrasa;
se triunfa del rencor y de la muerte,
¡y hacia Belén . . . la caravana pasa!

The volume of poems entitled *Cantos de Vida y Esperanza* represents most fully Darío's third and last phase. Other poems, singly and in collections, have appeared at longer or shorter intervals since, representative of all three phases; the great majority of them, however, belong to the third stage of his literary evolution, in which he is still one of the greatest poets, although no longer the undisputed leader. In this present-day literary movement young and vigorous poets, called the "New Poets" for lack of a better name, having gained freedom from the bonds of traditional rhetoric and prosody, have sought freedom from foreign influence in the content of their poetry; they have turned to national or racial themes for inspiration and are striving to bring about the complete *Americanization* of Spanish-American literature. Darío was in sympathy with the new tendency, in which strength is the quality desired above all others, but was not willing to go so far as his younger contemporaries in the new direction; he was too much of the cosmopolitan to limit thus his sources of inspiration, too ardent a lover of beauty in all its forms to restrict his manner of expression, too complex of character and variable of mood to attempt to be consistent in all his literary productions. If it is certain, then, that he has had to give way to other claimants for the title *El Poeta de América* (José Santos Chocano, for example), it is equally certain that if Rodó were now writing his famous essay on Darío, he would not think of beginning it as he did in 1899, "Indudablemente, Rubén Darío no es el poeta de América." In many of the poems of his last phase he gives vigorous expression to his love for his native country and for all the countries in which Spanish is spoken; reminiscences of childhood and youth in Nicaragua (*Allá lejos*), New World scenes, indigenous legends and heroes (*Momotombo, Tutecotzimí, Caupolicán*), love of native land ("Si pequeña es la Patria, uno grande la sueña," *Retorno*), exultant pride in the accomplishments of his race (*Canto a la Argentina*).

The last mentioned poem, the longest of his poetical compositions, is a notable contribution to the "New Poetry." When Argentina celebrated the centenary of her Declaration of Independence it was

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fitting that Darío should contribute the best that was in him toward the celebrations. He had spent many years in Buenos Aires on the staff of *La Nación;* for a still longer period he had lived in Europe as foreign correspondent for the same great newspaper; it was in Buenos Aires that recognition was first given his leadership in the new literary movement known as *Modernismo,* and it was there that he was always sure of the warmest welcome; in short, Argentina was the country of his predilection though not of his birth. It was therefore fitting that Argentina should be the theme of his longest poem. In forty-five stanzas, ranging in length from eight lines to seventy-six, the lines varying in length from six syllables to twelve, he describes the multifarious activities and aspects of the great Southern Republic, calls attention to her past achievements and predicts a more glorious future, the refrain "en la fiesta del centenario" supplying the motif. Because of his heartfelt interest in the theme and because of the greatness of the theme itself, his inspiration is sustained from the invocation of the first line, "¡Argentina! ¡Argentina!" to the concluding verses taken from the national anthem, "Oid, mortales, el grito sagrado: ¡Libertad! ¡Libertad! ¡Libertad!" Liberty and opportunity are the two words engraved on her portals and carried to the ends of the earth with trumpet blast. The fertile pampas, almost boundless in extent and inexhaustible in productiveness; Buenos Aires, the teeming metropolis of the Southern Hemisphere, offer liberty and opportunity. In search of these many have come and many more will come to this promised land, this "paraíso terrestre," this "Atlántida resuscitada." The elements that go into this vast melting-pot of the Southern continent for the amalgamation of many races, "el cósmico portento de obra y de pensamiento que arde en las poliglotas muchedumbres," are vividly characterized, Russians, Jews, Italians, Spaniards, French. The temptation to illustrate his brilliant characterizations of the different races is strong, but must be resisted. With clear eye and sure hand he pictures Argentina of today in all its manifold aspects; turning the flash-light of his poetic inspiration now upon the past, now upon the future, he exults in the greater Argentina that is to be. In the vigorous optimistic poet of the *Canto a la Argentina,* with its well-sustained epic flight, there is little to remind us of the exquisite artist, the symbolistic, subjective poet of *Prosas Profanas,* unless it be the notable mastery of meters and rhythms.

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In conclusion, I wish to remind the reader that my aim has been to present Rubén Darío as the best representative of recent literary tendencies in Spanish American poetry, the representative of three clearly differentiated groups of poets, the "Parnassians," the "Modernists" and the "New Poets." This preconceived plan, the consideration of his writings from the historical point of view, explains the emphasizing of certain literary qualities that may not be the most important in assuring him immortality as a poet; it precludes, too, the discussion of certain questions that pertain to him as an individual poet, rather than as the representative of certain literary tendencies: his inconsistencies of refined sensualism and lofty spiritualism, the continual conflict between his Epicurean philosophy and Roman Catholicism. For more exhaustive or more specialized studies of Darío, the reader is referred to the numerous books and articles by such well-known critics as José Enrique Rodó, Andrés González Blanco, Martínez Sierra, Ramón Pérez de Ayala, Tulio Cestero and others. His importance in modern Spanish literature as the best representative of recent literary tendencies has been indicated by this article; he is more important as the poet "que ha introducido un acento nuevo en la lírica española" (A. González Blanco. *Obras Escogidas de Rubén Darío. Estudio preliminar*); he is most important as the author of several lyrical masterpieces that justify Martínez Sierra's application to him of the title "el gran maestro de la belleza dicha en verso español."

GEORGE W. UMPHREY

UNIVERSITY OF WASHINGTON

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THE JUNIOR HIGH SCHOOL

In many respects the junior high school is entitled to be considered as having passed the experimental stage and as having come to stay. But there are several things that have been demonstrated in the course of the past experimentation, and these should be carefully considered by school authorities who are planning to reorganize their systems so as to include junior high schools.

There exists in the minds of many educators, in grade schools, in high schools, and in the ranks of city superintendents, a strong feeling that much time is at present wasted in the grade schools, whose programs contain a quantity of subjects that, however interesting, are of no permanent value to the pupils, or can be more profitably studied at a later period. These authorities believe that the high schools could use to advantage this wasted time, the estimate of which varies from two to four years. In order not to assume an extreme position, let us see the arguments of those who contend that only two years are wasted, and that the essentials of the present eight-year grade school program can be mastered in six years.

In the first place, many of our leading educators, if not indeed a majority of them, agree that the work to be done in the last two years of the grade schools is too little for the time spent; and that the whole of the work of those two years could be better learned in one year. Many educators who argue against the foregoing, prove by their actions how sound is the position just outlined, since in their own school systems they have injected into the work of the seventh and eighth grades a quantity of subjects not found in those grades in the usual school throughout the country. The subjects thus injected are usually highly interesting and because of that fact diminish the amount of mortality that is otherwise so prevalent in those grades. But these additional subjects, despite their interest and despite the avidity with which the pupils attack them, are in most cases not subjects that are really suited to pupils of that age, nor are they suited to the teachers who must give the instruction therein.

In the second place, the first six years of the grade school course

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as now constituted could be so reorganized as to bring about "the elimination of a large amount of subject matter that might well be eliminated" (to quote from one of our leading superintendents) without interfering in the least with the three fundamental subjects taught in these grades: the three R's, that is to say, the ability to read, write, and cipher—and spell; and these eliminations would be sufficient (in the judgment of the aforesaid superintendent and others) to save a year of time, which, added to the year saved in seventh and eighth grades, makes the two years of total saving previously mentioned as being claimed by the more moderate critics of the present system.

Furthermore, we should not forget that this six years' elementary school course has been formally recommended by such bodies as the National Education Association and the New York City High School Principals' Association, among others.

But the two years that the foregoing authorities have thus demonstrated as being capable of release are assailed on all sides: by the grade school authorities in the manner indicated above, where additional material (not wholly suited to the pupils' real needs and taught by grade school teachers who have not especially prepared therein) is injected into the upper grades; and by the high school administrators who try to push down into those two years some of the subjects in their own congested programs, even though in many cases the very nature of those subjects makes them more suited to the last two years of the high school. We urge upon school authorities (when they reorganize their systems so as to introduce the junior high school, extending from the seventh to the ninth grades, inclusive) that they watch carefully what subjects are admitted to the junior high school course, and especially to the seventh and eighth grades. The unanimous verdict of Continental and British educators is to the effect that for these years language study (native and foreign) should predominate very largely, the proportions running from two-thirds to five-sixths.

As a result of a variety of causes, Spanish has of late assumed an importance undreamed of a few years back. We have awakened as never before to a realization of how much we need to know and understand our southern neighbors of Hispanic origin. This can be accomplished only by having all our citizens, and especially the rising generation, learn Spanish at the earliest possible moment.

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With this international need and opportunity in mind, and keeping before us also the fact that by and large the country has already well-established courses in other languages to suit more or less the needs of the present four-year high school, we should disrupt the system less (when making the proposed reorganization) if we recommend that in junior high school the foreign language undertaken be Spanish, from the first day, with daily recitations, and that the rest of the curriculum consist in the main of two daily recitations in English subjects and one in mathematics; and that these subjects be continued throughout the entire three years of the course.

The present writer would like to recommend very earnestly that wherever it be possible the entire curriculum in the junior high school be conducted on the supervised-study (double-period) plan. It is fundamental with this grade of teaching that the pupil be kept for as large a portion as possible of each day in the most active relationship possible with the teacher; and in no subjects is this relationship more vital than in the habit-forming subjects (native and foreign languages), where the pupil learns from example almost as much as he learns from precept.

Another problem that confronts the administrator who wishes to establish a junior high school has to do with the choice of teachers for the reorganized seventh and eighth years. In some cases the experiment has been tried by having grade school teachers handle the new subjects in the reorganized seventh and eighth grades. Of the experiments of this type that have been brought to our attention all but one have been failures, and the one case that succeeded was worked out under such exceptional conditions that it really ought not to be counted at all in the reckoning. In other cases, the experiment has been tried by incorporating the seventh and eighth grades in the high school system and demanding of the teachers who handle those classes the same standards of training and attainment that are regularly demanded for the four-year high school teacher. There may have been an occasional failure when the experiment was tried in this manner, but no cases of such failure have come to our attention. We therefore urge that, in all cases where junior high schools are to be organized, the authorities demand of the would-be teacher in those grades the same standards of training and attainment that are demanded of the regular high school teachers.

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The present stampede against foreign language instruction as represented by bills that are now being considered by various state legislatures (among others by those of Michigan, Wisconsin, Oklahoma, and Nebraska) is not only unwholesome but positively dangerous to the best interests of the country. It is earnestly to be hoped that the legislators in question will not allow themselves to be swept off their feet by a short-sighted policy put forward in the name of patriotism, and that on the contrary they will take advice from persons who are not only patriotic but also competent to give authoritative expert advice as to the merits of the question. The state of mind of those who are fomenting the present movement contrasts sharply with the sanity of the members of the British Commission who for two years studied carefully all the problems involved in the instruction of modern foreign languages and who recently presented the results of their deliberations in a notable report which cannot be too highly recommended to the executives and legislators who are back of the pending bills.

No one believes more strongly than does the present writer that no language but English should be taught or used in the first six years of the grade schools as now constituted. But the seventh and eighth grades, which at present are generally included in the grade school group, should not be included in the years to which this taboo is applied. For, as this paper has tried to show, the seventh and eighth grades properly belong in the high school group and the unanimous evidence of foreign schools, both European and South American, is to the effect that language study, both native and foreign, is what should form the predominant part of the instruction of the secondary school system, which will thus comprise grades seven to twelve inclusive. France, Germany, Belgium, Austria, Holland, and most of the South American countries realized long before the war the necessity of giving ample modern foreign language instruction in their secondary school systems, and England, as shown by the afore-mentioned report, has at last awakened to the real necessities of the case. It will be suicidal for us to adopt, to any extent whatever, the narrow policy represented by the bills to which reference has been made; for under that system it would be utterly impossible for the rising generation to acquire what President Butler of Columbia University has styled the international mind; and the deleterious effects of that policy would be felt in com-

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merce, in banking, in education, in diplomacy, and in the higher cultural relations between ourselves and the other nations with whom in this day and generation we must associate.

To summarize, therefore, the present writer recommends that as rapidly as possible the present eight-year-grade schools be so reorganized as to accomplish all that is essential therein in six years: that the two years thus bodily saved be turned into the high school system, constituting (with the first year of the present high schools) the junior high schools; that the program of studies devised for these three years be predominantly linguistic (native and foreign) and that Spanish be undertaken in the first year of the junior high school as the first foreign language, and that it be continued throughout the junior and senior high schools; that other foreign languages be introduced one after another as speedily as possible in both the junior and senior high schools, and that each language, once begun, be continued to the end of the senior high school; that all teaching in the junior high school be done on the supervised-study (double-period) plan; and that the teachers assigned to these junior high school classes be held to the same standards of training and attainment that are now demanded of the regular high school teachers.

JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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THE IMPORTANCE OF THE STUDY OF THE PORTUGUESE LANGUAGE

The word "importance" is used here entirely in relation to commercial, diplomatic and other international transactions.

The Portuguese language is used chiefly in Portugal and in Brazil. It is also used in certain islands of the Atlantic, such as the Azores and Madeira islands, and in the Portuguese colonies of South Africa and Asia. The total number of people speaking it is estimated at more than twenty millions. Of these about five and a half millions live in Portugal, and about fifteen millions live in Brazil. Brazil was originally a Portuguese colony and the language of that country is, and always has been Portuguese. What is here said refers almost exclusively to the importance of the Portuguese language in connection with the commercial and other relations between Brazil and the United States.

Of late years much has been said of the importance of our trade with Central and South America, and there has been much talk of a general awakening to the necessity of getting in touch with the people of those countries, of cultivating friendly relations with them, and of meeting the general requirements of a stable international commerce. Ideas about how we are to get in touch with them seem to be rather hazy on the whole, but it is pretty generally recognized by those whose judgment is worth most that the establishment of business relations with those countries calls for a knowledge of their languages.

Unfortunately, most of our people have the erroneous idea that the language of all South America is Spanish; and if perchance some of us have heard that Portuguese is the language of one of those countries, we seem disposed to think that any country of that continent using any other language than Spanish is negligible, or, on a pinch, that Spanish will do just as well, or that there must be some way to do business without bothering about the language. In other words, the matter of the language in connection with our efforts to do business with South America has not been given the attention to which it is entitled.

So long as no serious thought is given to either the commerce,

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politics, literature or other human concerns of South America, there is no particular object in trying to awaken an interest in the languages of that continent. But if we are really in earnest, if we are really interested in, or wish to inform ourselves about, trade, industries, or anything else directly related to the people of South America, this matter of language thrusts itself into the foreground from the very outset. As intelligent people we should recognize the importance of the language and should face the problems it presents. For we cannot get into real touch with any people unless we can use their language, or they can use ours, with some sort of facility.

And one should not get the idea that the language situation in South America is comparable in any respect to that found in so many places in the West Indies, where one may hear English, French, and Spanish on all sides, and in some places even Danish, Dutch, and Hindustani. Outside of the Guyanas no such mixtures of populations and languages are to be found over the greater part of the South American continent. The language is either Spanish or Portuguese, or in certain very remote districts it is some native Indian language.

Unfortunately the simple statement of the fact that the language of Brazil is *not* Spanish, but Portuguese, does not seem to impress most of us. Perhaps we can get a clearer idea of the relative commercial importance of the two languages by comparing the populations using them. Omitting the British, Dutch, and French Guyanas, and assuming that the native Indians speak the languages of the countries in which they live, the populations of South America add up as follows:[1]

POPULATIONS OF SOUTH AMERICAN COUNTRIES

COUNTRIES (Spanish Speaking)	POPULATIONS
Argentina	5,000,000
Bolivia	1,776,000
Chile	3,175,000
Colombia	3,917,000
Ecuador	1,300,000
Paraguay	636,000
Peru	4,586,000
Uruguay	978,000
Venezuela	2,445,000
Total	23,773,000
Portuguese speaking, Brazil	14,334,000

[1] The figures are from Henry Gannett's Statistical Abstract of the World, N. Y., 1907.

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The following table gives the total annual foreign commerce of these same countries:

TOTAL FOREIGN COMMERCE

COUNTRIES (Spanish speaking)	ANNUALLY
Argentina	$272,000,000
Bolivia	16,000,000
Chile	116,000,000
Colombia	25,000,000
Ecuador	16,000,000
Paraguay	6,000,000
Peru	37,000,000
Uruguay	59,000,000
Venezuela	24,000,000
Total	$571,000,000
Portuguese speaking, Brazil	290,000,000

At the period covered by these statistics, therefore, the total commerce of Brazil was about half that of all the rest of Hispanic South America.

If the areas of the Spanish and Portuguese countries of South America be compared, we have the following:[2]

AREAS OF SPANISH AND PORTUGUESE SOUTH AMERICAN COUNTRIES

COUNTRIES (Spanish speaking)	SQ. KILOM.
Argentina	3,055,100
Bolivia	1,109,419
Chile	321,462
Colombia	830,700
Ecuador	643,295
Paraguay	375,550
Peru	1,303,700
Uruguay	186,920
Venezuela	1,044,443
Total	8,870,589
Portuguese speaking, Brazil	8,565,506

These tables make it clear that Brazil is by far the largest country in South America; that it occupies about half of the continent, and that its foreign commerce is half as much as that of all the Spanish-speaking countries of that continent combined. It is not yet as thickly populated throughout as the other parts of that continent. On the other hand, the potentialities of Brazil should not be

[2] Areas from the atlas of Homem de Mello, Paris, 1909.

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overlooked in such a comparison. Much might be added also in regard to the great length of the Brazilian coast line, her excellent harbors, the enormous length of her navigable streams, her vast resources and industries, both developed and undeveloped, her peaceable population, and her promising future.

In so far as the South American continent is concerned as a whole, it should be apparent at a glance that the language problem is not concerned solely with Spanish, but that Portuguese is equally important; that that importance is bound to increase with the natural development of Brazil; and that fully half of the business of South America must be transacted through the medium of the Portuguese language.

It is not my purpose to urge the importance of Portuguese in the abstract, or even in comparison with Spanish, though much might be said in its favor, but I do insist that in carrying on any considerable business in Brazil, Portuguese is the language to be used, and that no other language can possibly take its place.

If any one thinks Spanish will do just as well in Brazil as Portuguese, he is mistaken; and if any one really thinks that bad Spanish is good Portuguese, he is ignorant as well as mistaken. I have heard it claimed by a certain class of commercial travelers that they had been able to travel in Brazil on their knowledge of Spanish. They might also have traveled either there or elsewhere without speaking any language whatever. I know of one man who traveled on horseback more than 300 miles through the interior of Brazil entirely alone and with less than a dozen words of the language, and he was not a deaf mute either. But such cases are not to the point; they prove nothing in particular. Such methods are not to be considered in connection with legitimate efforts to do business with half of a continent. The only places in Brazil where any language other than Portuguese is used is along the frontiers with neighboring countries—Uruguay, Argentina, Paraguay, Bolivia, and Peru. But even on those frontiers Portuguese overlaps into the neighboring countries just as Spanish laps over into Brazil.

One may also hear that some one got along very well in Rio de Janeiro with the French language. Such things do happen. French is much more widely used in Brazil than in the United States. Most educated people read and speak it, it is often used in the theatres, and in certain leading business houses there are always clerks or

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members of the firm who can speak it. But such usage does not do away with the necessity of using Portuguese any more than the use of French in San Francisco or New Orleans does away with the necessity of English in those cities, to say nothing about its necessity in the country at large.

There is also an impression in some quarters that German is spoken in Brazil. German colonies settled in southern Brazil many years ago, especially in certain towns of Rio Grande do Sul and Santa Catharina. The German language has been much used in such places, but none the less Portuguese is the language of the country, both there and everywhere else, just as English is the language of Milwaukee or New Orleans in spite of the German and French spoken in those cities.

Persons acquainted with the Italian and Spanish sometimes object to the nasal sounds of the Portuguese language. Such an objection is not to be taken seriously. It is a first impression that quickly disappears on acquaintance with the language. The French is quite as nasal as the Portuguese, yet we manage to learn it and to like it, notwithstanding its nasal sounds.

Something should be said of the erroneous idea that one sometimes hears expressed to the effect that the Portuguese of Brazil is not good Portuguese. It is true that there is a difference between the language spoken in Portugal and that spoken in Brazil. It would be strange indeed if, after a separation of more than four hundred years, the two peoples should not show in their language the differences produced by new conditions in the new country as compared with the conditions in the old country. It is precisely the kind of difference we have between the English of England and the English of the United States, and it has come about through the same processes. But in spite of some natural developments under new conditions, the close relations maintained between the two peoples have prevented any great divergences. Brazilians have adopted a good many native South American words just as the North Americans adopted from the languages of our Indians such words as "tomahawk," "squaw," "succotash," and "wigwam," but in neither case is the divergence serious. It certainly is not one that would greatly concern a foreigner who has to think of more important matters, such as his vocabulary, the conjugation of verbs, the genders of the nouns, and the declensions of adjectives, pro-

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nouns and articles, to say nothing of idiomatic expressions. But even if the difference between the Portuguese of Brazil and that of Portugal were a more serious matter than it really is, with more than fifteen million Brazilians with whom it can be used one can confidently count on finding it a valuable language.

Those who undertake to learn the Portuguese language cannot lay too much stress upon the importance of studying it systematically so that it can be spoken with a reasonable approximation to its grammar. One may not always be able to speak a foreign language with a perfect accent, but he can at least speak it so that his hearers will recognize his respect for its grammar. The leading merchants of Brazil are men of good breeding, and, though they would never say it themselves, they resent doing business with persons who speak their language as if they had no respect for it or for the users of it. It is worth while, also, to insist upon the importance of proper instruction in connection with any study the beginner may undertake. The much advertised short-cut methods and the without-the-grammar and without-a-teacher methods are all delusions.

I stated at the outset that a practical knowledge of the Portuguese language was indispensable to the building up of an important permanent trade with Brazil. I would not, however, claim too much for the Portuguese or for any other language, for I am under no illusions about the language doing it all. It is only a part, though in my opinion an important part, of the machinery of international business—not the business itself. Improper methods of dealing, a lack of serious intentions on our part, a disposition to use the occasion unjustly, all departures from legitimate methods, and discourtesy of any kind will inevitably lead to disaster, no matter what language may be used. And the fact should not be overlooked that Brazil is a great and a coming country, a country with a future, a country whose motto is "Order and Progress"—both in theory and in practice.

So far as the Portuguese language itself is concerned, fortunately it has much to offer those who study it for something more than its uses for business purposes. Of all the Latin languages it is today the most Latin; and those who have studied Latin or any of the languages derived from it, will have very little difficulty in mastering it. The literature is not so extensive as the French, Italian,

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or Spanish, but it is worthy of the respectful attention of all scholars. No language has lyric poems more beautiful than those of the Portuguese, while the writings of Camões, Almeida Garrett, and Alexandre Herculano are among the world's best literature.

Among the difficulties of the present situation in the United States is that of finding good teachers of the language. It is hoped, however, that the departments of Romanic languages in our universities will take this matter in hand promptly, and not leave the public longer to flounder about without proper guidance.

JOHN CASPER BRANNER

STANFORD UNIVERSITY, CAL.

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REPORT OF COMMITTEE ON ADMISSIONS AND CORRELATIONS

Report of the Committee on Admissions and Correlations, presented at the Second Annual Meeting of the Association, December 28, 1918, and unanimously approved.

I. SPANISH WITH RELATION TO COLLEGE CREDITS.

a. *Entrance units.* Inasmuch as all colleges now accept units in Spanish for entrance, some allowing only two, others three, and still others four, your committee recommends that all colleges be asked to grant the same number of entrance units for Spanish as are allowed for French and German. On the other hand, several colleges which allow three or four units for entrance do not accept Spanish as the equivalent of German and French as the modern-language requirement, Spanish units being regarded merely as extra optional points. Therefore your committee further recommends that all colleges be asked to accept Spanish on the same basis as French and German with respect to the entrance requirement in modern languages. That is, whether the requirement be one or two modern languages, we recommend that the student be permitted a free choice between French, German, and Spanish.

b. *Degree credits.* Similar conditions prevail with regard to the degree requirement, which cannot be separated from the entrance requirement. Some colleges insist rigidly on French and German, others stipulate either one or the other, but again the majority make no fixed rule. Your committee makes the same recommendation with regard to the degree credit, namely, that Spanish be accepted by all colleges on an equal basis with French and German.

We find that the country is now going through a transitional period in modern-language instruction, and feel that public opinion will soon insist that the American student, whether in high school or college, be permitted to choose his modern language in accordance with his individual need. In many of our high schools German is no longer offered, and in a majority of others no beginning German classes have been introduced this year. Your committee does not oppose the study of German for the scientific student; we do

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not advocate the abolition of the study of German; we merely ask that Spanish be given a place of equal rank with German. The argument that two allied languages, French and Spanish, make an unevenly balanced combination can be met by the statement that two modern languages are not necessary for the average American student. A thorough mastery of one modern language is a greater desideratum than a smattering of two or three. Fifty years ago Latin and Greek were considered absolutely indispensable for the seeker after learning; today scarcely any college demands both.

II. CORRELATION.

a. *The curriculum.* Spanish, like French, has had and will have to combat the fallacy that it is an easily acquired language, because the student finds that he can get a reading knowledge of it in less time than it takes for German. It is the rare student that can read ordinary German prose after four years of high-school study. It is, however, possible in the case of Spanish. Your committee recommends, however, that more attention be given to the spoken and written language in high schools and colleges. Those who would emphasize the value of a modern language as a disciplinary force can hardly object to the racy Spanish idiom as being too easy. We offer no particular method; all methods are good, provided that the teacher can pronounce Spanish correctly, is thoroughly familiar with the spoken language, and has the ability to impart his knowledge. We are of the opinion that a high-school course of but one or two years is practically a waste of time. We recommend that a full program in Spanish be offered by all high schools. The greatest difficulty that high schools have to face today is the fluctuation of public opinion with regard to Spanish. After the Spanish-American War and at the outbreak of the present war there came sudden waves of interest in Spanish. We are now on a receding wave of popular demand for Spanish. It is the duty of this association to stabilize this desire for Spanish and to counteract ill-advised agitation by newspapers and demagogues. Prospective teachers of Spanish who had begun a thorough study of that language dropped it in the middle of their preparation because of the decreased public demand for it. In many cases ambitious high-school programs have been discarded on account of the waning public interest.

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It is unfortunately true that Spanish in many of our high schools is synonymous with commercial language, the majority of students pursuing commercial courses taking Spanish. Your committee has no objection to the study of commercial forms, but it begs to recommend that this side of the study of Spanish be not overemphasized, and that a complete elementary preparation be insisted upon before commercial forms are taken up. After three years of study the commercial student might well begin work on business phrases. Moreover, technical commercial phrases which vary in different lines of business can be acquired by the student himself from manuals of commercial correspondence, of which we have an excellent supply in Spanish. But the things that the student cannot get by himself are correct pronunciation, flexibility of tongue, and a mastery of the intricacies of grammar and syntax.

Your committee feels that there is a great need for a closer articulation between high-school and college courses. Following the suggestions of the excellent "Report of the Committee of Five on a Course of Study in Spanish," presented at the last meeting of the Modern Language Association of America, your committee recommends that two years of high-school study be made to correspond with one year in college, so that after the completion of a two-year course in high school, the student may enter a second-year college course, and, after four years of high-school study, a third-year course. At present there is much duplication of work. It is recommended that a detailed syllabus outlining a nine- or ten-year course in Spanish be one of the immediate labors of this association. But coöperation can be attained only by frequent consultation between high-school and college instructors. In the Western states, where the high schools and colleges form a single unit, there is more coöperation than here in the East. Our association should act as a medium in cementing this artificial breach between the two bodies of instructors.

The committee recommends that colleges introduce more courses on the literature, history, and civilization of Spain and Spanish America. We all recognize the need of quickening the interest of the public in Spanish-American literature and culture. Unless we do so it will be useless to attempt further trade relations with our sister republics, and so, if purely from a business point of view, our colleges and chambers of commerce should coöperate with the Pan-

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American Bureau in educating the public. Spanish-Americans realize that their culture is in many cases older and in some cases superior to our own, and they resent our attitude of superiority and condescension. How much more friendly would be the feeling in Mexico and Colombia did they know that their beautiful literatures were made a subject of study in our institutions of learning!

b. *Improvement of the status of teaching in high schools and colleges.* In spite of its recommendations for more recognition for Spanish, your committee realizes the fact that Spanish is not so well taught as it should be. As a nation we are poor linguists, and we can derive little consolation from the fact that French and German suffer from the same ill. The typical American teacher cannot speak the language which he professes to teach. And how is it consistently possible to demand a speaking knowledge on the part of the student if the teacher himself cannot speak the language? And to complete the vicious circle, how can the teacher speak a language that he has not been taught to speak? The committee feels that it is far wiser for a high school to offer no Spanish at all than to recruit from other departments instructors who have no qualifications whatsoever for the teaching of Spanish. We hope that our association will exert all the influence in its power against the indiscriminate recommendation and employment of the incompetent teacher of Spanish. This association should oppose the commonly accepted American theory that any teacher can teach Spanish by virtue of the possession of a college degree, the acquisition of a general linguistic knowledge, and an ability to maintain discipline. As for the native Spanish teacher, your committee is of the opinion that he is invaluable and indispensable in small classes of advanced students, especially where the Spanish-speaking American instructor is unavailable. He should not be used, however, in large elementary classes.

Our colleges are in a large measure responsible for the poorly prepared teacher of Spanish. They do not offer enough courses for the training of prospective Spanish teachers. We recommend as the first and most important step in the amelioration of existing conditions that colleges and universities be asked to offer more practical courses in college and graduate school for the training of teachers of Romance languages. We say Romance languages because we

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think that our plea might carry more weight if we can show that the training is needed for teachers of French as well as of Spanish. More and more candidates for the teaching profession are specializing in French and Spanish. That ill-sorted pair, French and German, are being gradually divorced. She is indeed a *rara avis,* a veritable phoenix, who can speak and teach equally well French and German.

The best work in the preparation of teachers of Spanish is now being done at summer schools, which are gradually increasing their short six weeks' term to eight weeks and more. With their *casas españolas* and their practical courses they have accomplished more than any other agency in giving our teachers an opportunity to acquire a little knowledge of spoken Spanish. Their ridiculous feature is the large elementary class as contrasted with the small advanced class, showing that too many Spanish teachers are made in six weeks. The committee senses the fact that it is futile to recommend that the teacher go to a Spanish-speaking country. He knows he ought to go; all the high priests of modern-language instruction unceasingly and eloquently urge him to travel. Perhaps by dint of constantly seeing the admonition in print he will, goaded to desperation, mortgage his house and automobile, pack his valise, and go—building castles in Spain.

Your committee recommends that this association father a plan for the exchange of instructors and students between our institutions of learning and those of Spain and Spanish-America. Our colleges offer many European traveling fellowships. It is our duty to suggest that some of these be diverted to Spanish-America.

The committee in the course of its investigations finds that conditions in modern-language teaching are not now normal. The study of Spanish is still in its infancy in this country, and has not yet been established on solid foundations in many of our high schools and colleges. Our opportunity for constructive work is here now. We offer this report as a modest beginning to be undertaken by our association. If we are to obtain more recognition for Spanish in the field of modern languages we must fight for it; if we are to fight, we must have no weak points in our armor. We must have no mercy for the deliberately incompetent teacher; we must prepare

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more thoroughly the candidate for the teaching of Spanish. Above all, we must agree on a homogeneous and constructive program for the study and teaching of Spanish in high school and college.

Respectfully submitted,

S. M. WAXMAN, Chairman,
Boston University.
J. J. ARNAO,
High School, Newark, N. J.
MARK BAILEY,
Kalamazoo College.
F. G. EWART,
Colgate University.
E. R. GREENE,
Dartmouth College.
CHARLES HOLZWARTH,
West High School, Rochester, N. Y.
M. A. LURIA,
DeWitt Clinton High School, N. Y.
KENNETH MCKENZIE,
University of Illinois.
CAROLINE OBER,
University of Washington.
C. A. TURRELL,
University of Arizona.

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HONORARY MEMBERS

The Committee on Honorary Members appointed on the date March 20, 1918, submitted the following report to THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH at its Second Annual Meeting, held in New York City, December 28, 1918:

Despite the fact that Article III, Sec. 3, of the Constitution does not say that Honorary Members must be foreigners, the committee is of the opinion that only foreigners should be so honored, since all Hispanists living in this country might properly be expected to be regular members of the Association. We have, therefore, drawn up a list of thirty representative Hispanists chosen throughout the world outside our own borders, and we respectfully move that they be duly elected.

JOHN D. FITZ-GERALD,
University of Illinois, Chairman.

CAROLINE B. BOURLAND,
Smith College, Northampton, Mass.

ELIZABETH CASEY,
Wilmette High School, Wilmette, Ill.

J. D. M. FORD,
Harvard University, Cambridge, Mass.

REGINALD R. GOODELL,
Simmons College, Boston, Mass.

JOEL HATHEWAY,
High School of Commerce, Boston, Mass.

W. S. HENDRIX,
University of Texas, Austin, Texas.

JOSEPHINE HOLT,
John Marshall High School, Richmond, Va.

C. CARROLL MARDEN,
Princeton University, Princeton, N. J.

ARTHUR L. OWEN,
University of Kansas, Lawrence, Kan.

ROY EDWIN SCHULZ,
University of Southern California, Los Angeles.

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HOMERO SERIS,
University of Illinois, Urbana, Ill.

GEORGE W. H. SHIELD,
Manual Arts High School, Los Angeles, Cal.

CAROLINE STEPHENSON,
Sacramento High School, Sacramento, Cal.

CONY STURGIS,
Cornell University, Ithaca, N. Y.

CARL O. SUNDSTROM,
Lake View High School, Chicago, Ill.

GEORGE W. UMPHREY,
University of Washington, Seattle, Wash.

MAY VERTREES,
Fullerton High School, Fullerton, Cal.

CHARLES P. WAGNER,
University of Michigan, Ann Arbor, Mich.

L. A. WILKINS, Member Ex-Officio.

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LIST OF HONORARY MEMBERS

1. ALFRED MOREL-FATIO, Paris, France.
2. JAMES FITZMAURICE-KELLY, London, England.
3. RAMÓN MENÉNDEZ PIDAL, Madrid, Spain.
4. ERNEST MÉRIMÉE, Toulouse, France.
5. FRANCISCO RODRÍGUEZ MARÍN, Madrid, Spain.
6. RAFAEL ALTAMIRA Y CREVEA, Madrid, Spain.
7. RICARDO PALMA, Lima, Peru.
8. ANTONIO PAZ Y MELIA, Madrid, Spain.
9. ADOLFO BONILLA Y SAN MARTÍN, Madrid, Spain.
10. EMILIO COTARELO Y MORI, Madrid, Spain.
11. CAROLINA MICHAELIS DE VASCONCELLOS, Oporto, Portugal.
12. BENEDETTO CROCE, Naples, Italy.
13. GEORGES CIROT, Bordeaux, France.
14. FRANCISCO A. DE ICAZA, Mexico, Mexico.
15. ARTURO FARINELLI, Turin, Italy.
16. RAYMOND FOULCHÉ DELBOSC, Paris, France.
17. MIGUEL LUIS AMUNÁTEGUI Y REYES, Santiago, Chile.
18. WILLIAM E. PURSER, Dublin, Ireland.

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NO VIAJ
AUSCULTADO

19. ERNESTO NELSON, Buenos Aires, Argentina.
20. JOSÉ TORIBIO MEDINA, Santiago, Chile.
21. JUAN GIVANEAL Y MAS, Barcelona, Spain.
22. ALBERTO MEMBREÑO, Tegucigalpa, Honduras.
23. ANTONIO GÓMEZ RESTREPO, Bogotá, Colombia.
24. LUIS A. BARALT, Havana, Cuba.
25. MANUEL SEGUNDO SÁNCHEZ, Caracas, Venezuela.
26. JUAN ZORRILLA DE SAN MARTÍN, Montevideo, Uruguay.
27. JOSÉ A. RODRÍGUEZ GARCÍA, Havana, Cuba.
28. ALBERTO NIN FRÍAS, Montevideo, Uruguay.
29. RICARDO ROJAS, Buenos Aires, Argentina.
30. EMANUEL WALBERG, Lund, Sweden.

The preceding list was unanimously approved and these thirty scholars were thus elected Honorary Members of the Association.

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REVIEWS

Spanish in the High Schools. A Handbook of Methods, with Special Reference to the Junior High School, by Lawrence A. Wilkins. Benj. H. Sanborn & Co., Boston, 1918. x + 265 pp.

One may well doubt whether any other first book dealing with the pedagogy of a given subject has been so uniformly worthy of praise as the one Mr. Wilkins has given us with the above title. Spanish teachers the country over, especially those in secondary schools, cannot but hail with delight the appearance of a volume so timely and withal so adequate to their needs.

In setting himself the task of writing a book on methods in Spanish instruction Mr. Wilkins was undertaking pioneer work, for, as he aptly remarks, "Of bibliography concerned especially with methods of teaching Spanish . . . none exists." But the author comes to his task particularly well fitted, since his extensive experience as a teacher and as Director of Modern Languages in the high schools of New York City has furnished him with unsurpassed opportunity for observation of the difficulties encountered in the teaching of Spanish and the methods employed in meeting them. A high school man himself he naturally addresses himself to high school problems, but his book has a far wider appeal, and we venture the assertion that few college teachers of Spanish will fail to derive profit and help from reading the many discussions and suggestions therein presented.

A detailed examination of the book chapter by chapter would alone do entire justice to the work, but obviously such treatment could not find place in the space at a reviewer's disposal. In the course of seventeen chapters covering some 264 pages Mr. Wilkins presents for our consideration such topics as these: Why Teach Spanish? The Present Progress of Spanish in the Schools, The Preparation of the Secondary Teacher of Spanish, The Aim in Teaching Spanish, The Method to be Used, The Course of Study in Spanish for the Junior High School and Methods of Teaching It, The Relation of This Course to That of the Four-Year High School and to That of the Senior High School, The Organization of Classes, The Recitation, Methods and Devices, Suggestions, Club Work, Handicaps to the Teaching of Spanish, Spanish as a Foundation for Latin.

In an introductory chapter the author marks out the basic plan of his discussion, explains the sub-title, With Special Reference to the Junior High School, and justifies the publication of a book devoted exclusively to methods of teaching Spanish. For the well informed no justification is necessary, but the experiences of the past few years have shown such lamentable misconception of the true importance of Spanish that what is said will not come amiss. Summing up the purposes of the book, the author asserts that it is his hope "to help shake off the apologetic rôle too long played by Spanish teachers, to take stock of those compelling reasons that lie at the basis of the claim for an equal place for Spanish, to define the aim of the teacher of that

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language, to crystallize and express a few of the ideas Spanish teachers long have held but have seldom expressed in print, to suggest to the enthusiasm of the Spanish teacher (the specialist in that language is uniformly enthusiastic) modes of effectiveness, to encourage him in a field of endeavor where he has been able to find few rallying-points or few finger-boards pointing the way, [and] to give him practical help as well as encouragement."

Teachers of Spanish generally feel no need of justifying the teaching of that language, yet that there is need for stating the place that Spanish may justly claim is evidenced by the oft repeated inquiry, "What is the value of Spanish?" The passing of German in so many schools has for the first time brought many superintendents seriously to consider whether or not they should introduce Spanish into their schools, and their first impulse has been to inquire what claims to consideration it has. The writer has been called upon frequently to answer just such inquiries, and the fact that they continue to come justifies Mr. Wilkins in setting forth at length in Chapter II the many reasons why Spanish should be taught. In that chapter he marshals a splendid array of arguments dealing with the economic and commercial, the cultural, the educational and disciplinary, the political and social values accruing from a study and mastery of Spanish. No one, after reading the arguments here adduced, could attempt longer to deny to Spanish its just place in the curricula of our secondary educational institutions.

In the next chapter, summing up the present progress of Spanish, the author states definitely and unhesitatingly the difficulties that at present hinder the teaching of Spanish. Convinced that the study of languages should be begun with pupils of the age of those in the last two years of the present grade schools, and believing also that such study, *"under present conditions,* is mostly time wasted," he sees in the well-organized junior high school the solution of the problem. He urges the extension of that plan of school, and his arguments are thoroughly sound. Assuming that such a school is already in operation or looking forward to that as an ultimate goal, he outlines the work to be done in the three years of that school and shows how that work may be correlated with the work of the senior high school or with that of the present four-year high school.

In the first two years of the junior high school little grammar should be taught, and that should be taught informally, without the use of a text. The reading will be slight in amount, but there should be much effort directed toward securing an accurate pronunciation. There will be ample oral practice and dictation with drill on vocabulary and verbs by means of series units of facts and actions. In the third year a simple grammar text may be introduced, but the extension and development of the work begun in the other two years should be continued and emphasized. A notable feature of the work from this stage on would be "self-drill," the value of which the author rightly insists upon.

The work done in the junior high school would cover practically the first year and a half of that done in the present four-year high school and the student would, in general, find himself well prepared to take up the fourth term (semester) of that school. The articulation suggested is not perfect,

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but is workable. Much more desirable, naturally, is it that the junior high school have its logical complement, the senior high school, in which a properly outlined course would furnish perfect articulation with the course in the lower school and thus furnish a complete course of six years in the secondary school period. A syllabus for the four-year high school is offered, showing how the articulation may be effected and providing valuable help in suggesting a proper course of study to teachers and superintendents planning to introduce Spanish.

Discussing the preparation that the secondary school teacher should have, Mr. Wilkins outlines a somewhat ideal program. His aims are high and doubtless many will adjudge them impossible, or nearly so, of realization. But to all such critics the author has the ready answer that some teachers have already accomplished all that he has outlined and that with improved conditions the road will be easier for others to do so. It is, perhaps, too much to expect that great numbers of our secondary teachers will be able to go on to the doctorate and have besides time and means for residence in a foreign country. Yet let us hope that many a reader of this ideal program may be inspired to hold that as his own ideal of preparation and the goal to which he strives. Both graduate work and foreign travel and residence are absolute essentials in the training of the successful teacher of modern foreign languages, and until preparation afforded by such work and travel becomes more general, we cannot expect that modern-language instruction in this country will attain the degree of excellence that our needs demand. Pertinent to the problem involved in these two questions are the author's remarks about the sabbatical year for high school teachers.

Mr. Wilkins so well expresses the aim that should obtain in the teaching of Spanish that it seems worth while to quote in full:

"The aim of the teacher of Spanish in the United States should be to effect that thorough mental discipline which is imparted by a study of grammar, idiom, and syntax; and so to develop that ready facility of ear, tongue, and eye that, all combined, will make the present and future use of the language, and progress therein, both possible and certain. We cannot in two or three years, nay even in six, assure a student a complete mastery of Spanish. But we can and should so have trained him that he may apply his knowledge of Spanish to any one end or several ends with the self-confidence (conscious or unconscious) that he can easily grow up to the demands that may be made upon his knowledge of that language."

After this statement of the aim there follows a discussion of the method to be used in teaching the language. Direct method, the storm-center of modern-language teaching in this country of late years, finds but limited support by the author, whose opinion is expressed in the following: "The teacher of modern foreign languages should use *as much as possible* the language which is the subject of study; he should use *as much as is necessary* the language of the pupil; but he should never forget that he must at all times be intelligible to all the pupils." That direct method is not entirely devoid of worth, he recognizes, for "An American teacher who cannot use the direct method . . . [is] hopeless." Intransigent advocates of this method will

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likely be disappointed at this stand, yet they may take consolation in the fact that he sees some good in their hobby and would make provision for it by incorporating it in an "eclectic method," the best method for the teacher of Spanish, which would choose what is best in all the methods and, having so chosen, would adapt the material to the individual instructor's ability. Mr. Wilkins very rightly recognizes that an instructor should have a considerable amount of liberty in working out his own method, for a manner of teaching admirably successful with one type of instructor may easily be wholly the contrary with another.

Intimately associated in thought with this chapter are those dealing with "The Organization of Classes," "The Recitation," "Methods and Devices," and "A Miscellany of Suggestions." Particularly the last two are so rich in helpful suggestions for the teaching of Spanish that no teacher can afford to ignore them. There one will find a great variety of devices and methods for handling the reading text, the grammar exercises, dictation, oral practice, composition work, and memory work. It is safe to assert that in these chapters the teacher will find one of the most helpful features of the book. Indeed, we know of no other place where the inexperienced teacher can find so much that will be of direct, positive aid to him in his work, and no teacher, successful in adapting these suggestions to his own work, need ever fear that his class will go stale from lack of interest and variety.

Many teachers will find also the bibliography at the end of the book of especial help. It is about as complete as the case requires, though several items that the writer has found serviceable are missed. Under "Hispanic America" Brandon's Latin American Universities and Special Schools (Washington, U. S. Bureau of Education, Bulletin, 1912, No. 30) would prove of interest and some value to most teachers if only for the numerous excellent plates. Under "Journals for the Teacher of Spanish" it would seem that the *Modern Language Journal,* New York and Chicago, though not devoted exclusively to the interests of teachers of Spanish, might well find mention. Among the "Illustrated Albums" certainly P. Jousset's L'Espagne et le Portugal Illustrés, Paris, Larousse, should be included. The latest edition of the Gramática . . . por la Real Academia Española (p. 256) is 1917, not 1900. Typographical errors are practically absent, only six having been noted in the entire work.

To have written a book on "Methods," epochal in the history of Spanish instruction in the United States, and to have written it without a dull page from cover to cover, is no small feat. Yet this is exactly what Mr. Wilkins has done. He has written with an enthusiasm that pervades every page, yet he has written sanely and with a soundness of views and argument that is unhappily wanting in many similar treatises. He has placed all teachers of Spanish under a debt of gratitude to him. Most of them will find his book indispensable; not one can afford to ignore it.

JOHN M. HILL

INDIANA UNIVERSITY

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BIBLIOGRAPHY

I. SCHOOL TEXTS

Elementos de Español. An elementary Spanish grammar for schools and colleges,
by Julian Moreno-Lacalle, of the United States Naval Academy.

LXVI + 476 pages. The Introduction covers forty pages and deals with Spanish pronunciation, accentuation, and punctuation, with sixty-two exercises for drill.

The main part of the book is divided into fifty topical lessons, each one divided into four parts: (1) A Spanish text, which is a connected piece of prose; (2) an exercise on the conjugation of verbs; (3) paragraphs containing grammatical forms and illustrations of their use, accompanied by remarks in English to assist pupils to deduce rules; (4) (a) exercises in conversation, (b) questions on the grammatical topic under consideration, (c) the "Análisis," in which the pupil is called upon to explain grammatical constructions, (d) paradigms in complete sentences, when feasible, (e) exercises with blank spaces to be filled in by the pupils, (f) translation of the previous exercise when it shall have been completed, (g) an exercise in translation from English into Spanish, (h) the pupil is called upon to prepare an exercise in free composition. After the topical lessons there are five appendices consisting of (1) numerals, with drills; (2) verbs, regular and irregular; (3) prepositions and their uses; (4) Spanish names; (5) readings in prose and verse.

There are colored maps of Mexico and Central America, Spain and Portugal, and South America.

1918—Benj. H. Sanborn & Co. $1.40.

Primeras Lecciones de Español
by Carolina Marcial Dorado.

XVI + 307 pages (258 text, 49 vocabulary). After the "Suggestions to Teachers" there is an introduction dealing with Spanish pronunciation. The main part of the book is divided into eighty-three lessons. The lessons contain vocabularies, material for conversation, and exercises with blank spaces to be filled in by the pupils with the proper words. The usual heart-breaking array of grammar rules is omitted. But there is abundance of material so arranged that the pupils can make their own rules. A few of the most important rules, however, are scattered through the book. Simple connected readings are begun early. The volume is replete with verses, riddles, songs and rhymes, such as any Spanish child would know. After the lessons there are a few pages of general rules and grammatical forms, including the irregular verbs.

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The book is evidently intended for young children, of the elementary grades or the junior high school.
1918—Ginn & Co. 96c.

Commercial Spanish

by Carlos F. McHale, of the National City Bank of New York.

322 pages. The first part of the book (to page 121) is a reader, consisting of fifty short chapters, dealing with commercial subjects, such as "Sistemas Monetarias," "Contabilidad," etc. At the end of each chapter is an exercise containing questions intended to fix the important points in the minds of the pupils. The second part (to page 181) is devoted to commercial documents, with facsimiles and explanations of their use. Eight pages of commercial letters are included in this part. The third part (to page 242) consists of chapters dealing with mercantile terminology, abbreviations used in business, monetary units, advertisements, and a "Revista de Mercados," such as one might find in a metropolitan journal. The vocabulary covers seventy-one pages. At the end of the book there is an eight-page index.

There are a few pictures and maps of Mexico and Central America, Spain, and South America.
1918—D. C. Heath & Co. $1.00.

Fábulas y Cuentos

Edited by Clifford G. Allen of Leland Stanford Junior University.
Illustrated by Clarence Rowe.

VIII + 180 pages (136 text, 43 vocabulary). The book is intended for use early in the first year. It contains twenty-one fables in prose from the "Libro del Ysopo," published in 1496, sixteen selections from the collection known as "Calila y Digna," four stories from the "Recreo Infantil" published by Calleja, two short stories by Armando Palacio Valdés, and one by Leopoldo Alas.

Each selection is accompanied by a set of questions. There are occasional footnotes explaining linguistic difficulties, and the vocabulary has been prepared and arranged to assist the beginner. There are a dozen clever pictures scattered through the book.
1918—World Book Co. 88c.

Spanish Fables in Verse

Edited by E. C. and J. D. M. Ford.

XII + 132 pages (87 text, 44 vocabulary). The introduction treats of the origin and history of the fable, from the apologues of Bidpay in ancient India—the probable source of Æsop's Fables—to the greatest of modern fabulists, La Fontaine, and to the fable writers of our own day. A short treatise on Spanish prosody completes the introduction.

The text comprises sixteen fables of Iriarte, eighteen of Samaniego, three of Harzenbusch, ten from the pen of the contemporary Chilean, Barros Grez, and four by Campoamor.
1918—D. C. Heath & Co. 60c.

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El Príncipe Que Todo Lo Aprendió En Los Libros

By Jacinto Benavente.

Edited by Professor Aurelio M. Espinosa of Leland Stanford Junior University.

XVI + 87 pages (44 text, 14 questions and composition exercises, 25 vocabulary). This play was written for the Children's Theater in Madrid, and was presented at its opening performance in 1909. It is a charming little comedy and particularly adapted to school use, with its delightful, romantic atmosphere. It presents an unusually good opportunity to drill on the various forms of address, as well as the imperative mode, many examples of which are found.

1918—World Book Co. 52c.

Tres Comedias

by Jacinto Benavente.

Edited by John Van Horne, Ph. D., of the University of Illinois.

XXXVI + 189 pages (105 text, 23 notes, 59 vocabulary). The three comedies are: "Sin Querer," in one act; "De Pequeñas Causas," in one act; and "Los Intereses Creados," in two acts, with a prologue.

The book begins with an Advertencia General, announcing the beginning of the publication of a series of texts by modern Spanish and Spanish-American authors. Each text is to contain an introduction in Spanish by Federico de Onís, the general editor of the series. Next comes in English an excellent sketch of the life and works of Benavente.

Professor de Onís' short article on Benavente is interesting and supplements the remarks of Dr. Van Horne.

1918—D. C. Heath & Co. 72c.

El Gran Galeoto. Drama en tres actos y en verso, precedido de un diálogo en prosa.

By José Echegaray.

Edited by Aurelio M. Espinosa of Leland Stanford Junior University.

XXIII + 243 pages (164 text, 30 notes, 45 vocabulary). This edition is a revision and enlargement of Professor Espinosa's edition published in 1903.

1918—Alfred A. Knopf, 220 West 42d St., New York. $1.00.

El Sí De Las Niñas

By Leandro Fernández de Moratín.

Edited by Percy Bentley Burnet of the Manual Training High School of Kansas City, Mo.

VI + 175 pages (97 text, 19 notes, 14 exercises, 42 vocabulary). The introduction is a brief biographical note. The notes, as usual, explain grammatical difficulties, and in addition many parallel instances are quoted from the other works of Moratín, making the notes especially interesting to the student of this Spanish Molière.

1918—Henry Holt & Co. 64c.

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BOSTON, MASS.

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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

The Modern Language Journal, III, 1, Oct.—C. H. Handschin, *A Test for Discovering Types of Learners in Language Study.* (How to determine whether an individual student belongs to the visual or the auditory type of learners.) Marion P. Whitney, *National Ideals and the Teaching of Modern Languages.* ("We need contact with foreign nations, with their ideals and their civilizations, more perhaps than any other people. . . . We get a much deeper insight into racial and social ideals from literature than from any study of history or from books about a country. To read such novels as *La hermana San Suplicio* or *Doña Perfecta* will give us a far more vivid sense of the contact between the life of Spain and that of America than any book about Spain can do, even such a brilliant work as Havelock Ellis' *The Soul of Spain.*") G. A. Feingold, *Measuring the Results of a Modern Language Examination.* (A typical examination paper weighted and analyzed.) Carl A. Krause, *Literature of Modern Language Methodology in America for 1917.* (Mr. Krause's annual bibliography has been of value to many of us; we regret that this time his comments contain many slurring remarks about the study of Spanish. Having in a previous issue stated that no Hispanist can afford to be without a knowledge of German, we can now with good grace state the opposite, that no teacher of German can thoroughly understand German literature without some knowledge of the literature of Spain. When Mr. Krause writes of "the so-called cultural value of Spanish," he needs to be reminded of how much Spanish literature meant to Grimmelshausen, Lessing, Herder, the Brothers Grimm, Grillparzer, Tieck, and many another great German. No one literature exists as a thing apart. These are days when the comparative method is more and more applied. We recommend to Mr. Krause a reading of the works of Farinelli, after which he can scarcely deny the large debt that Germany, at least, owes to Spain. Mr. Krause praises Spanish teachers for their newly awakened interest in pedagogics, and thinks that HISPANIA will be the leader in this field.)

2, Nov.—A. Lipsky, *A Few Neglected Platitudes on Modern Language Examinations.* E. B. Mersereau, *The Positive Element in the Correction of Written Work.* (We should not mark off mistakes, but give credit for what is correct. This produces greater sympathy between teacher and student.) R. H. Bonilla reviews M. A. de Vitis' edition of *Zaragüeta.* A. L. Owen reviews with high praise A. M. Espinosa's edition of G. Martínez Sierra's *Teatro de ensueño.* J. T. Fitz-Gerald, *National Aspects of Modern Language Teaching in the Present Emergency.* (This is an address delivered a year ago before the western branch of the Modern Language Section of the National Education Association. I like especially the broad attitude which Mr. Fitz-Gerald assumes in the following words: "The man, or group of men, who tries to make capital of the present enthusiasm for French or Spanish, regardless of all other considerations, is very likely to discredit

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his subject in the long run." We are all very enthusiastic for Spanish, and propaganda for it is legitimate if it does not go beyond proper bounds; but we must avoid getting on the nerves of our colleagues who profess other subjects. The National Association of University Professors has begun to consider the formulation of a code of professional ethics. Among other things to be considered is the legitimacy of propaganda. To decide how far propaganda may go without violating good taste will be difficult; but there will be little dissent from the opinion that it is unethical to disparage subjects that rival one's own.)

Bulletin of High Points, II, 7, Sept.—L. A. Wilkins, *The Situation.* (A discussion of the problems peculiar to the present school year.) (An account of the Pittsburgh meeting of the Modern Language Section of the National Education Association.) Miguel de Zárraga, *The Relations between Spain and the Allies.* (Copied from the *New York Sun.*)

8, Oct.—L. A. Wilkins, *Interest as a Factor in Language Work.* (Interest depends on "feeling of value," "memory of value," and "judgment of value." To interest is the teacher's chief duty. Practical hints on how interest may be aroused. The teacher must appreciate the viewpoint of his students toward the language he is teaching. A plea for "multiplicity of sense appeal.")

9, Nov.—L. A. Wilkins—*Concerning Translation.* (Translation should be neither over- nor underemphasized. Some teachers who are enthusiastic practitioners of oral instruction fail to teach accuracy of translation and a thorough knowledge of grammar. The experience of university instructors is that students whose training has been exclusively along oral lines are unable to untangle an involved sentence in a difficult author. They are wholly unable to arrive at an exact appreciation of the author's meaning. Such students are at a disadvantage in advanced courses. Mr. Wilkins, like most of us, thinks that the eventual aim is to make translation unnecessary. In practice this is rarely attained until the student has enjoyed a period of residence abroad.) (We learn with regret that henceforth the Bulletin is to be a Bulletin and nothing more. During its existence this little leaflet has done much good, and the Philadelphia schools are now starting a similar publication. Mr. Wilkins will doubtless continue to publish in other media.) (The Department of Education of the City of New York has issued a *Syllabus for High Schools.* It offers a "Syllabus of Minima" for each term of work (four years, eight terms) in French, German, Italian, and Spanish. Teachers in other high schools may gain from this ideas as to the choice of text-books and the planning of their courses.)

The Modern Language Bulletin of Philadelphia. (This is the official organ of the Association of Modern Language Teachers of Philadelphia. Mr. Benjamin Reibstein is the editor.)

I, 1, Sept.—E. A. Schnabel, *Our Aims. Spanish Pronunciation.* (A condensation of a recent paper by L. A. Wilkins.) B. Reibstein, *Classroom Helps.* (How to teach the Spanish Subjunctive.)

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2, Nov.—G. Wheeler, *The Value of an Educational Journal.* J. T. Chestnut, *The Sabbatical Year.* (The author thinks that a system which has proved its value for university teachers should be extended to the schools.) Margaret Hudson, *Vocabulary-Building in French.* Anna L. Cole, *Classroom Helps.* (A list of good, historical novels in English to illustrate different periods of French history. Cannot somebody do the same for Spanish?)

School and Society, VIII, 204—J. P. Hoskins, *Modern Language Instruction after the War.* ("In the future the demand for instruction in the modern languages, by which I mean the French, the German, and the Spanish, is bound to be greater than ever before." This author, too, speaks slightingly of Spanish culture. R. S. MacElween, *Education for Foreign Trade and Shipping in High Schools.* (Thinks French should be the first language studied, Spanish the second.)

206—R. M. Ogden, *Prospective Changes in Educational Standards and Ideals.* (Education should not be merely vocational or merely cultural. "The citizen of the future should be a cultured vocationalist.")

207—F. P. Graves, *The Evolution of our Universities.*

208—F. E. Bolton, *What Should Constitute the Curriculum of the Junior College or Extended High School.* (Commissioner Wood of California is quoted as favoring Spanish in this course, but he considers literary Spanish of doubtful value to these pupils.)

209—C. H. Handschin, *The Proposed National Federation of Modern Language Associations.* (A plea for modern language teachers to support the *Modern Language Journal* and to avoid splitting up into separate language groups. Professor Handschin says many complimentary things about HISPANIA and its editorial board, all of which we appreciate. "The foundation of HISPANIA is a fact of great importance. . . . It will mean much to the modern language movement, and thus it is welcomed by all modern language teachers. Indeed, in this case, an extra journal is a decided additional force." We should be very sorry to see any of our constituents abandon the larger associations to join our special association. We have much in common with the other languages. On the other hand, we have other matters for discussion which concern ourselves alone and for which the *Modern Language Journal* could not afford the space, nor a general meeting of modern language teachers the time. In shaping its programs, the Modern Language Association recognizes that there are special group interests among its members. The meetings of the special groups are often the most interesting features of the whole program. We believe that the special organization is good, if it does not assume a secessionist point of view and show hostility to similar groups representing other subjects.)

The School Review, XXVI, 9, Nov.—C. H. Judd, *The High School Principal.* F. M. Life, *Practice Teaching for High School Teachers.* F. E. Spaulding, *The Making of a School Budget.*

10, Dec.—H. V. Church, *The First Day.* B. C. Gruenberg, *Compulsory Education in the American Colonies.*

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The English Journal, VII, 9, Nov.—A. H. Upham, *College Pageant-Making.*

10, Dec.—B. H. Clark, *Amateur Play-Producing.* Frank Cady, *Americanization Courses.*

Education, XXXIX, 4, Dec.—L. M. Sens, *Some Trends in Business and Education.* W. H. Young, *The Relation of Instruction to Discipline.*

The Elementary School Journal, XIX, 2, Oct.—C. H. Judd, *Analyzing Text-books.* (Methods for choosing text-books.)

Modern Language Teaching, XIV, 5, Oct.—Donald Jones, *The Use of Experimental Phonetics to the Linguist.* (Very interesting X-ray photographs illustrating how certain sounds in English are produced.)

Revue Universitaire, XXVII, 8, Oct.—Mme. J. Crouzet-Ben-Aben, *Les jeunes Françaises en Amérique.*

9, Nov.—Mme. J. Crouzet-Ben-Aben, *Boursières françaises aux États-Unis.*

Revue de l'Enseignement des Langues Vivantes, XXXV, 8, 9, 10, Aug.-Oct.—H. G. reviews R. Menéndez Pidal's *Antología de Prosistas Castellanos,* Madrid, 1917.

11, Nov.—M. S. *Impressions d'université américaine.* C. Pitollet, *Byron en Espagne en 1809.* (Based largely upon Churchman's interesting study.)

Die Neueren Sprachen, XXVI, 1-2, April-June. (An occasional German periodical now slips through.)—Karl Voszler, *Über das Verhältnis von Sprache und Nationalgefühl.* E. Stengel has an obituary on the late Professor Adolf Rambeau, well known in this country. Mr. Stengel has some unkind things to say of American universities.

Monatshefte für deutsche Sprache und Pädagogik, XIX, 9, Nov.—H. H. Fick, *Zur Geschichte des Nationalen Deutschamerikanischen Lehrerbundes.* Anon., *England und das Studium der modernen Sprachen.* (The English are attaching equal importance to the practical and the cultural aspects of language.) E. Spanhoofd, *The Practical Study of Phonetics.* (Phonetics will be abandoned as unpractical unless studied experimentally, like physics. It is well to begin with one's own language. Three of Sweet's suggestions are quoted with approval.) (An interesting article advocating increased study of the modern languages, and among them Spanish, is reprinted from the *Boston Transcript.*)

SCIENTIFIC JOURNALS

Modern Language Notes, XXXIII, 8, Dec.—Erasmo Buceta reviews M. Romera Navarro's *El Hispanismo en Norte-América,* Madrid, 1917. (An excellent review of this interesting work. Mr. Buceta supplies numerous bibliographical omissions. As he says, many more might be noted. One of the most striking omissions in Mr. Romera Navarro's book is not touched upon; and that is that American Hispanists are judged solely by their pub-

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lished work. Something more might have been said of the results which men like Ford, Pietsch, Marden, Lang, and Rennert have accomplished by their graduate instruction.)

XXXIV, 1, Jan.—A. H. Krappe, *The Legend of the Glove.*

The Romanic Review, IX, 3, July-Sept.—Katherine W. Parmelee, *The Flag of Portugal in History and Legend.* E. H. Tuttle, *Hispanic Notes, camisa: cereza.* S. G. Morley reviews R. Menéndez Pidal's *Roncesvalles, Rev. de Fil. Esp.,* IV, 105-204. (An able discussion of the matters treated in this article.)

The Modern Language Review, XIII, 4, Oct.—H. A. Rennert, *Lope de Vega's Comedias, 'Los Pleitos de Ingalaterra' and 'La corona de Hungría.'* (The second, one of the last Lope wrote, is a re-working of the first, one of his earliest productions.)

Modern Philology, XVI, 7, Nov.—G. T. Northup reviews Louis How's *The Life of Lazarillo de Tormes and His Fortunes and Adversities,* New York, 1917, and S. I. Millard Rosenberg's edition of Ivlian de Armendariz's *Las Burlas Veras,* Philadelphia, 1917.

Revue Hispanique, XLIII, 103. (This is in large part a Quevedo number.)—J. Fitzmaurice-Kelly, *La vida del Buscón.* (Evidence that the *Buscón* was written after 1605.) R. D. Pérez, *Divagaciones de un moderno acerca de un clásico.* N. Alonso Cortés, *Sobre el Buscón.* V. García Calderón, *Del Buscón.* H. Peseux-Richard, *A propos du Buscón.* (Many excellent generalizations about the Picaresque Novel.) Ditto, *Une traduction italienne du Buscón.* (A very searching review of Giannini's *Vita del Pitocco.*) A. Gómez Restrepo, *La literatura colombiana.* (The various histories of South American literatures appearing from time to time in this journal would be far more serviceable if provided with indices.) Gonzalo Zalumbide, *José Enrique Rodó.* (A very extensive study, almost a book in itself.)

Boletín de la Real Academia Española, V, 24, Oct.—Miguel de Toro y Gisbert, *¿Conocemos el texto verdadero de las comedias de Calderón?* (A very interesting and important bibliographical study which no student of Calderón can afford to neglect.) N. Alonso Cortés, *El teatro de Valladolid.* F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI y XVII,* ctd. (Among other interesting things, a letter by Antonio de Herrera, complaining of the inaccuracy of Lope de Vega's *Dragontea* in matters of history. Lope first sought to publish the work in Seville; but, opposition developing, published it in Valencia.) José Alemany, *D. la derivación y composición de las palabras en la lengua castellana.* Jenaro Alenda, *Catálogo de autos sacramentales,* ctd. Lucas de Torre, *Varias poesías de Juan Timoneda.* (Five inedited poems of no literary value, but interesting from the point of view of literary history.) E. Cotarelo, *Lexicología, Viar.*

Revista de Archivos, etc., XXII, July-Aug.—Cristóbal Espejo, *La renta de salinas hasta la muerte de Felipe II,* ctd. E. Sánchez-Arjona, *Relación*

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de las personas que pasaron a esta Nueva España y se hallaron en el descubrimiento, toma y conquista della, etc., ctd. V. C. A. reviews Juan de Timoneda, *El sobremesa y alivio de caminantes,* Madrid, 1917, Imprenta Alemana. V. C. A. reviews J. Zurita Nieto, *Apuntes documentados sobre el año de la muerte del conde don Pedro Assúrez, y acerca de su sepultura, epitafio y aniversario en la S. I. M. de Valladolid,* Valladolid, 1918. (Well documented, according to the reviewer. Interesting to students of balladry and legends.)

Bulletí de Dialectologia Catalana, V, Jan.-Dec., 1917.—A Griera, *El dialecto balcàric.* M. de Montoliu, *Notes sobre els sufixos -ētum, -ēllum en la toponímia catalana.* P. Barnils, *De l'accent en el rossellonés.* A. G., *Talla, guarà, vigatà, vigatana.* A. Griera, *L'article en català i la llengua literària.* A review of *La Versione catalana della Inchiesta del San Greal secondo il codice dell' Ambrosiana di Milano I, 79 sup.,* publicata da V. Crescini e Venanzio Todesco, Barcelona, 1917.

Giornale Storico, LXXXII, 216—Vittorio Cian, *In Cammino . . .* (An obituary of the late Egidio Gorra, whose labors in the Hispanic field are well known to our readers.)

The Hispanic American Historical Review, I, 3, Aug.—W. S. Robertson, *The Recognition of the Hispanic American Nations by the United States.* (A detailed and scholarly investigation.) W. R. Shepherd, *Bolivar and the United States.* (Bolivar's correspondence proves that he was not the Yankee-phobe that some Spanish-Americans now allege.) J. A. Robertson, *Spanish Correspondence Concerning the American Revolution.* Frances G. Davenport reviews C. H. Haring's *Trade and Navigation between Spain and the Indies in the Time of the Hapsburgs,* Cambridge, 1918, and Gervasio de Artiñano y de Galdácano's *Historia del comercio con las Indias durante el Dominio de las Austrias,* Barcelona, 1917. T. M. Marshall reviews I. J. Cox's *The West Florida Controversy, 1798-1813: A Study in American Diplomacy,* Baltimore, 1918. *A Description of Certain Legajos in the Archivo General de Indias, Part II,* concluded.

4, Nov.—W. L. Schurz, *Mexico, Peru, and the Manila Galleon.* Ethel M. Campton and Laura F. Ullrick, *Administration of José Ballivián in Bolivia.* P. A. Means, *Race and Society in the Andean Countries.* Mary W. Williams, *Letters of E. George Squire to John M. Clayton, 1849-1850.* C. E. Chapman reviews R. B. Merriman's *The Rise of the Spanish Empire in the Old World and in the New,* New York, 1918. W. R. Manning reviews D. G. Munro's *The Five Republics of Central America: Their Political and Economic Development and Their Relations with the United States,* New York, 1918. Mary W. Williams reviews Otto Schoenrich's *Santo Domingo: A Country with a Future,* New York, 1918. (In the Notes and Comment, Professor Espinosa's article on "The Term Latin America" is summarized with approval. On page 497 there is a brief account of HISPANIA.)

The Southwestern Historical Quarterly, XXII, 2, Oct.—H. Davenport and J. K. Wells, *The First Europeans in Texas, 1528-1836, I.* (An interesting account of the adventures of Álvar Núñez Cabeza de Vaca, with

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attempted identification of the localities described in his *Naufragios*.) E. C. Barber, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832, IV*. C. H. Cunningham reviews R. B. Merriman's *The Rise of the Spanish Empire*, New York, 1918.

The English Historical Review, XXXIII, 132, Oct.—F. A. Kirkpatrick reviews C. H. Haring's *Trade and Navigation between Spain and the Indies in the Time of the Hapsburgs*, Cambridge, 1918.

The American Journal of International Law, XII, 3, July—W. R. Manning reviews F. J. Urrutia's *Los Estados Unidos de América y las Repúblicas hispanoamericanas de 1810 a 1830*, Bogotá, 1917.

Man, XVIII, 8, Aug.—R. C. E. Long, *Central American Chronology. The Maya and Christian.*

10, Oct.—*Archaeology in Mexico.*

La Reforma Social, X, 1, Jan.—Jacinto López, *Los despotismos de América y la guerra.* O. F., *Los Estados Unidos y México.* Stefan Moxón. *Reconstrucción en España.* P. Mendoza Guerra, *Reminiscencias históricas de Cuba.*

2, Feb.—Orestes Ferrara, *La reforma constitucional de Cuba.*

The Geographical Review, Nov.—Theodoor de Booy, *An Exploration of the Sierra de Perijá, Venezuela.* M. H. Saville, *The Discovery of Yucatan in 1517 by Hernández de Córdoba.*

POPULAR JOURNALS

Poetry, XIII, 4, Jan.—Alice Corbin, *Red Earth: Muy vieja Mexicana. On the Acequia Madre. El Rito de Santa Fé.*

The Bookman, Dec.—Carolina Marcial Dorado, *The Child in the World: Spain.* (An account of Spanish juvenile literature.)

The Contemporary Review, 634, Oct.—S. de Madariaga, *Spain's Home War.*

Poet Lore, Autumn Number—Lope Félix de Vega Carpio, *The King the Greatest Alcalde.* Translated by J. G. Underhill.

The North American Review, CCIX, 1, Jan.—William Gates, *Mexico Today.*

The Yale Review, Jan.—Marjorie Barstow, *Sketches of Carranza's Mexico.*

Revue des Nations Latines, III, 12, Oct. 16.—C. Pitollet, *Les collaborateurs du Kaiser en Espagne.* (How the press was bribed.)

La Lectura, XVIII, 213, Sept.—(Interesting Reviews of Blasco Ibáñez's *Mare Nostrum* and Ramón Jaén's Spanish translation of A. F. Jaccaci's *On the Trail of Don Quijote.*)

214, Oct.—M. Romera Navarro, *La prensa norteamericana y la liga de naciones.* Mr. Ramón Jaén's *Guía espiritual de España. Toledo, la ciudad*

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Cuba Contemporánea, XVIII, 3, Nov.—Max Henríquez Ureña, *Rubén Darío.*

4, Dec.—Mario e Pereira, *La contribución de Cuba.*

Bulletin of the Pan-American Union, July—Anon., *Valparaiso: The Great South Pacific Emporium.* Anon., *Copper in the Americas.* E. Albes, *Quinoa, a South American Cereal.* Anon., *Rubber Cultivation in Brazil.*

Aug.—Anon., *Official and Social Courtesies to Latin American Visitors.* W. A. Reid, *Rosario, Argentina's Second City.* W. H. Ford, *The Pan-Pacific Union.* W. A. Reid, *Iron in the Americas.*

Sept.—Anon., *Independence Days Celebrated in the Americas in September.* F. A. Means, *A Glimpse of Northern Peru.* Anon., *The Pineapple in the Americas.* J. D. Fitzgerald, *Importance of Spanish to the American Citizen.* (A reprinting of the B. H. Sanborn leaflet with which many of us are familiar.) Anon., *Boy Scouts or "Jóvenes Exploradores" of Cuba.* The late Bishop C. W. Currier reviews A. Coester's *The Literary History of Spanish America,* New York, 1916.

The Pan-American Magazine, XXVII, 1, May—T. M. Hernández *Federation of Latin American Students.* (Everyone who is interested in South American poetry should consult the department of Pan-American Poetry which appears monthly in this journal. There are also Spanish versions of poets of the United States.)

2, June—L. E. Elliott, *A Page of Brazilian History—The Canudos Campaign.* Anon., *A Great South American Newspaper.* (The Mercurio of Chile.)

3, July—Anon., *Public Instruction in Latin America.*

4, Aug.—F. Provost, *The Nitrate Situation in Chile.* (Explains the reasons for the present tension between Chile and Peru.)

5, Sept.—L. E. Elliott, *South America and German Commerce.* W. W. Rasor, *A Visit to Asunción.* (Other articles on Paraguay in this number.)

XXVIII, 2, Dec.—*Agricultural Possibilities in Chile.* L. E. Elliott, *Central American Economics and Finance.*

Inter-America, II, 2, Dec.—M. Avilés, *Contrasts and Tendencies in Latin America.* Anon., *Costa Rica and the War: I, Democracy against Barbarism. II. The Next War.* G. Zaldumbide, *A Peruvian Author Who Died for France.* (José García Calderón.) S. Eichelbaum, *The Oldest Daily of South America.* (El Mercurio of Chile.) R. Montoro, *Popular Education.* M. Sibelius, *The Beginnings of Argentine Painting.* R. Palma, *The Christ in Agony.* (From this author's *Tradiciones peruanas.*) M. A. Díaz, *How Long?* (A Porto Rican reaction toward the war.) C. O. Bunge, *The Evolution of Rights and Politics.* Ricardo Rojas, *Carlos Guido y Spano.* C. Ledgard, *Peruvian Economic Organization.*

GEORGE T. NORTHUP

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SON VOCES CASTELLANAS

Señor Editor de Hispania:

En el interesante articulo, *Some Impressions of South America*, que en el último número de HISPANIA publica el Dr. Coester, se han deslizado, seguramente por descuido, algunos ejemplos de *chilenismos* (piso, escritorio, papas, etc.) los cuales son voces de puro abolengo castellano y de corriente uso hoy día.

Llamo la atención sobre esto de un modo no privado pensando en el interés de los lectores de la revista.

E. BUCETA

JOHNS HOPKINS UNIVERSITY

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of HISPANIA, published quarterly in 1918 at Stanford University, California, for October 1, 1918.

STATE OF CALIFORNIA } ss.
COUNTY OF SANTA BARBARA }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Aurelio M. Espinosa, who, having been duly sworn according to law, deposes and says that he is the editor and publisher of the HISPANIA, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher, Aurelio M. Espinosa, Stanford University, California.
Editor, Aurelio M. Espinosa, Stanford University, California.
Managing Editor, Aurelio M. Espinosa, Stanford University, California.
Business Manager, Alfred Coester, Brooklyn, N. Y.

2. That the owners are the members of The American Association of Teachers of Spanish:

President, L. A. Wilkins, New York, N. Y.
Treasurer and Business Manager, Alfred Coester, Brooklyn, N. Y.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are:

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a *bona fide* owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest, direct or indirect, in the said stock, bonds, or other securities than as so stated by him.

AURELIO M. ESPINOSA.

Sworn to and subscribed before me this 9th day of January, 1919.
[SEAL] FLORENCE C. HARTNELL.
(My commission expires December 14, 1922.)

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HISPANIA

VOLUME II *May, 1919* NUMBER 3

THE POSITION OF SPANISH IN THE CURRICULA OF THE HIGH SCHOOLS

(A paper read at the annual meeting of The American Association of Teachers of Spanish, December 28, 1918, in New York.)

It has been the good fortune of the present speaker to serve since 1916 on an Interlocking Committee on the Coördination of Language Study for the High Schools of Illinois. The committee was composed of three members: the State Supervisor of High Schools (who is an ex-Latinist), the professor of English at the Eastern Illinois State Normal School, and the present speaker. After two years of work we presented a report containing eight specific recommendations, to wit:

1. A recommendation to the language teachers of the State that in all language classes a distinct effort be made to coördinate the roots of the various languages taught in the school. For example, the Latin teacher will, to a greater extent than has hitherto been the case, call the pupils' attention to the similarity of roots not only in English and Latin but also in French and Spanish. In the same way the English teacher will remind the pupils that certain English words are not so very different in appearance from Spanish, French, or Latin words.

2. A recommendation that supervised study be adopted as soon as possible for all language courses, so that the study of languages may be placed upon a veritable laboratory basis. This recommendation would naturally be coupled with a recommendation made some

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years ago at a high school conference to the effect that language classes be limited to a maximum registration of twenty pupils.

3. A recommendation that where two-year high schools now exist junior high schools be at once created by transferring from the grade-school administration to the high-school administration the seventh and eighth grades, thus strengthening those particular schools both financially and otherwise.

4. A recommendation that where junior high schools have already been established so that we may count upon the advantages of a six-year high-school program, the foreign-language sequence in the college preparatory course be as follows: Spanish, Latin, French, and German.

5. Where the standard four-year high school is concerned, the language sequence for the college preparatory course shall be Spanish, Latin, and French.

6. A recommendation that for the six-year non-preparatory course the language sequence be Spanish, French, and German.

7. Similarly in the four-year non-preparatory curriculum the language sequence shall be Spanish and French.

8. A recommendation that serious effort be made to improve the English in normal school and college classes of prospective teachers, to the end that a generation hence the pupils coming from the high schools to the colleges may possess a greater mastery of English than is at present the case. One means to this end would be the adoption even in normal schools of a modified form of supervised study in all subjects. This would mean that the prospective teachers would be kept more constantly in contact with their own teachers, whose English is presumably better than that of their pupils. These pupils (the aforesaid prospective teachers) would thus become better masters of English.

For our purposes today we need discuss only the fourth, fifth, sixth, and seventh recommendations. But as you will have noticed, this committee, appointed in 1916, has been considering many of the same problems that were studied by a committee of distinguished British scholars which was appointed by Prime Minister Asquith in 1916. The British committee's report has just been published and contains much food for thought. Before proceeding with our report

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I should like to quote a few of the most significant passages of the British report:[1]

"37. No country can afford to rely on its domestic stores of knowledge. The whole civilized world is a coöperative manufactory of knowledge. In science, technical and pure, in history, antiquities, law, politics, economics, philosophy, new researches are constantly leading to new discoveries, new and fruitful ideas are giving new pointers to thought, new applications of old principles are being made, old stores are being rearranged, classified, and made available for new purposes. In this work all the civilized countries of the world collaborate, and in no branch of knowledge, abstract or concrete, disinterested or applied to the uses of man, can the specialist neglect the work of foreign students. To obtain access to these sources of knowledge some languages are more useful than others, but many have at least a limited utility. The knowledge contributed by foreigners to the common store is useful to commerce and industry, but most of all it is needed in the universities which have all learning for their province.

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"38. For the acquisition of information not to be found in English books a reading knowledge is sufficient. But for the general widening of the bounds of knowledge a speaking knowledge is also valuable to the ambitious student. Intercourse with foreign scholars, and visits to foreign universities, are of great value; and therefore even the speaking knowledge should not be underrated by those who have the increase of knowledge mainly in view.

"39. The war has made this people conscious of its ignorance of foreign countries and their peoples. A democratic government requires an instructed people, and for the first time this people is desirous of instruction. Such instruction cannot in the nature of things be universal; it must proceed from the more instructed to the more ignorant. It cannot be said that before the war, knowledge of foreign countries and their peoples

[1] Report of the Committee Appointed by the Prime Minister, to Enquire into the Position of Modern Languages in the Educational System of Great Britain. Presented to Parliament by Command of His Majesty. London, 1918.

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was sufficient in ministers, politicians, journalists, civil servants, university professors, schoolmasters, men of business, or in any class of those whose function it is to instruct or guide the public. Further, those few who had important knowledge to impart found no well-informed and interested public to take up and spread this information. Thus the masses and the classes alike were ignorant to the point of public danger. Ignorance of the mental attitude and aspirations of the German people may not have been the cause of the war; it certainly prevented due preparation and hampered our efforts after the war had begun; it still darkens our counsels. Similar ignorance of France, greater ignorance of Italy, abysmal ignorance of Russia, have impeded the effective prosecution of the war, and will impede friendly and coöperative action after the war is over. We need a higher level of instruction in those whose duty it is to enlighten us; we need a far greater public well informed and eager to understand; we need in all some interpenetration of knowledge and insight. The gradual dissipation of national ignorance is the greatest aim of Modern Studies. They can only work through the few to the many, through the many to the multitude. But neither the higher instruction of the few, nor the broader instruction of the many, nor the dissemination of sound views in the multitude, can be safely neglected in a democratic country. In this field Modern Studies are not a mere source of profit, not only a means of obtaining knowledge, nor an instrument of culture; they are a national necessity.

"40. For the acquisition of sound knowledge of any foreign country a speaking knowledge of the language is the first necessity. Hundreds of thousands of British citizens traveled in France before the war; but only a minimal percentage got any knowledge of the French people, because the others could not converse with the inhabitants in their own language. Of those who knew the language only a fraction had the historical and literary knowledge and the general enlightenment to make the best use of foreign travel and residence. Here also many must be instructed in order that a few may make good. Speaking is indispensable for this purpose, but reading is also necessary.

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"65. The importance of any language may be judged by the

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significance of its people in the development of modern civilization, by the intrinsic value of its literature, by its contribution to the valid learning of our times, and by its practical use in commercial and other national intercourse. French is by far the most important language in the history of modern civilization. France was ahead of Italy in the medieval revival of learning. The University of Paris was the chief source of light to Europe from the days of Abelard for three hundred years. Italy took the lead in that later revival which is known as the Renaissance, and when she fell a victim to the discordant political ambitions of foreign powers, of the Papacy, and of her own princelings, it was France who with her help carried on the great tradition. The continued progress of France was never arrested by civil discord, by unlimited autocracy, or even by the convulsive crisis of her great Revolution. For three hundred years France was the acknowledged leader of Europe in the arts, sciences, and the fashions. In literature alone among the arts has she an equal or a superior in England. In the actual bulk and volume of her scientific work France may, during the last half-century, have fallen behind Germany, but by vivifying and pregnant ideas she has made the whole world her debtor, and in the lucidity and logical consistency of her interpretation of life she has no rival. We are her debtors above all other peoples, for England was during four centuries the pupil, and afterwards the enemy and rival, but always in some degree under the influence of France. Even for practical purposes the great majority of our witnesses give France the first place. Not only is French the language of diplomatic intercourse, but in countries where English has not established itself French is found most commonly useful as an intermediary between any two persons of different nationality. Physical propinquity also gives French a special value for Englishmen; and recent calamities confronted and endured together should create an eternal bond of sympathy between the two nations. Fundamental diversity of character and temperament render mutual comprehension difficult, but once established it should serve to correct some of our national defects. In mere matter of language, as in other things, the two nations seem destined to serve as complementary one to the other. Our careless articulation may be corrected by the precise and studied utter-

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ance of the French; our modes of written expression might gain much from study of the perspicuous phrasing, logical construction, and harmonious proportions of their prose. From every point of view French is, for us above all, the most important of living tongues; it has, and it should retain, the first place in our schools and universities.

[Here there follow several paragraphs setting forth the reasons that led the British committee to urge that for British schools German be given the second place in importance. Thereupon the committee's report continues.]

"67. Apart from those political and national considerations which may demand a preference for German, we should be inclined to say that the place given to German in schools and universities, though inadequate before the war, was still unduly superior to that allowed to Italian, Spanish, and Russian. Of the four languages, Spanish has perhaps the greatest commercial importance, owing to the size and growing wealth of the Spanish-speaking communities of Central and Southern America. We have had conclusive evidence of the damage suffered by British trade in America through British ignorance of Spanish. . . . It was largely through our neglect of her industrial development, which promises to place her in the forefront of Europe, especially in engineering and electro-technics, that Italy has been at the mercy of German peaceful penetration, carried almost to the point of conquest. Of Russia and Russian the national ignorance was almost complete, though in the last ten years before the war some interest had been awakened. Here there were great opportunities for industrial enterprise, but we left the country too much to the Germans. . . . Finally, each and all of these countries make contributions to knowledge. Judged by this last criterion, Germany and France stand first, Italy third, and Russia and Spain last.

"68. We conclude that, after France, all these four countries —Germany, Italy, Spain, and Russia—deserve a first-class place in the Modern Studies of our universities. When the political situation is more settled the relative values of the four will be more certain, but it is not likely that any one of them can drop out of the first rank.

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"92. What language should be first begun? Speaking generally, we may say that if only one language can be learnt, it should be a living language. Living languages open more gates, and are more likely to be pursued in after-life. If, therefore, there is a probability that the first language will be the only one, then it should be a living language. . . . It does not seem desirable that pupils who are to learn only one language should study Latin, which would deprive them of their only chance of becoming familiar with a living language during the years when living languages are most easily learnt."

Our committee has been carrying on its studies concerning foreign languages in much the same spirit. We realize that the British committee's report is, in many respects, quite as applicable to the United States as it is to the British Empire. Our interest, or apparent interest, in foreign modern languages has been greater than that of the British; but the reasons for that interest have not always been sound, whether looked at from the standpoint of education or from that of the good of the country. We hold no brief against the teaching of German. Quite the contrary. The chairman of our committee has frequently refused to register students in Romance languages when he learned that such registration would interrupt the students' study of German before they reached the point where discontinuance would not mean total loss. But we cannot help admitting our conviction that by and large German was taught to an extent that went proportionately far beyond what the country's best interests would have required. Recently the University of Illinois received from the Superintendent of Public Instruction of a large city a request that we accept in lieu of and on a par with our present foreign-language entrance requirements an equal amount of Polish, Lithuanian, and Italian. This request did not answer a need of the country. It answered, rather, a need for getting votes in certain wards of that city in support of a certain person then in the educational limelight of that city. Contrast this attitude (of both the public officer and the voters) with that of Professor Carlo Leonardo Speranza and his son Gino Speranza, both of New York. Instead of urging the Italians of New York to demand that Italian be taught in the schools of that city, these two gentlemen for years and years conducted night-school classes in English for recently arrived

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Italians, so that their former compatriots might as speedily as possible become Americanized in thought, speech, spirit, and action.

As one of the results of the Great War we believe that our people are now ready to be shown in what direction their real interests lie, in this and kindred matters of education. But they will need to be shown, and we must be prepared to make our demonstration frankly and unhesitatingly, if we would carry conviction. We shall be assailed on all sides by those who would make our future education ultra-practical. In this connection we should do well to bear in mind a bit of information recently given us by a member of the British Educational Mission to the United States. In speaking of the British Continuation Schools for Adults, he remarked that in only a very small percentage of cases were the courses of study offered such as would increase directly the wage-earning capacity of the student. The leaders were not trying to make these adult students better specialists in their chosen trades or professions. On the contrary, they were trying to enrich their lives by giving them sound courses in history, art, economics, literature, and so on. These courses are given in non-technical language by specialists, and they are so planned that the students are encouraged to continue with the same subject or subjects for a sequence of two or three years. As you will note, they are trying to help these persons to have something better than the movie habit for the recreation of their leisure hours. We should lay this lesson to heart, and be constantly on our guard against those who would make the curricula for our future studies too mercenarily practical.

We have tried, as has already been said, to approach our problems in the same spirit that inspired the British committee. We know that many of our own educators and leaders of thought recognize the same indebtedness to French that was so clearly set forth in the report just quoted. We know, too, that many of the leading thinkers in the Americas to the south of us recognize that same indebtedness. Neither they nor we, however, can make use of the argument about physical propinquity as a defense for our interest in French. Nevertheless, the physical propinquity argument is perfectly sound in principle. Leaders of thought in the three Americas have applied it to conditions that confront us in the Western Hemisphere; and while the specific conclusions reached in the various countries differ, they all conform to the principle. It must be admit-

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ted, however, that our Spanish-American neighbors have been in this respect considerably more consistent and harmonious in their conclusions than have we.

As long ago as 1914 the editor of *La Prensa,* in Buenos Aires, recommended to a delegation of North-American university men and school men that we preach in season and out of season the necessity of teaching in North-American institutions of learning the language, literature, history, institutions, and culture not only of Spain, but of Spain's eighteen daughters in the New World; and he pointed with satisfaction to the fact that he had for years been carrying on in his paper a similar campaign in favor of teaching in Spanish-American schools the language, literature, history, institutions, and culture not only of England, but also of England's great daughter, the United States; and he promised us that he would continue the campaign.

In the early months of 1916 Professor Gálvez of the University of Chile made a tour of many American universities. In all of them he carried on a similar campaign. At the University of Illinois his address was entitled "Removing the Barrier of Language". He delivered this address without notes, and in brilliant English, so that he was an example of his own preaching.

In all the South-American countries that the chairman of this Interlocking Committee visited in 1914 he found many, many examples of persons who spoke English, and understood our viewpoint so well that they, too, were first-class examples of the thing they were preaching. And it should be borne in mind that I am not speaking of professional linguists. Quite the contrary. The men I have in mind are publicists, jurisconsults, doctors, dentists, scientists, specialists in education, and agriculturists.

These general ideas of which I have been speaking were specifically set forth in Articles 15, 16, and 17 of the Final Act of the Second Pan-American Scientific Congress, which Final Act was unanimously approved by all the delegates from the twenty-one countries represented.

ARTICLE 15

The Second Pan-American Scientific Congress believes it to be important that—

The achievements and influence of the founders of the independence of the American republics be made known to the

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peoples thereof, and that the important details of the lives of the liberators and statesmen of the continent be included in courses of study in schools of the American republics.

ARTICLE 16

The Second Pan-American Scientific Congress recommends that—

There be established in the universities of the United States chairs of the history, development, and ideals of the Latin-American peoples, and in the universities of Latin-America chairs of the history, development, and ideals of the people of the United States.

ARTICLE 17

The Second Pan-American Scientific Congress urgently recommends that—

Spanish be taught more generally in the schools, colleges, and universities of the United States and that English be taught more generally in the educational institutions of the Latin-American republics, and that both languages be taught from the point of view of American life, literature, history, and social institutions.

Furthermore, there has recently appeared an account of an important move on the part of the United States section of the International High Commission. It is as follows:

The United States Section of the International High Commission, recognizing the primary relation of a knowledge of languages to the free, ready, and constant interchange of thought between different peoples, resolved:

I. That, in order to develop closer commercial and social intercourse between the countries embraced in the International Union of American States, provision should be made in the high schools as well as in the higher institutions of learning in the United States for competent instruction in the Portuguese and Spanish languages;

II. That it is desirable that special courses should be established for the education of persons to act as the representatives of United States business interests in the other American republics;

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III. That the secretary of the section is requested to forward a copy of this resolution to the Commissioner of Education of the United States and to the commissioners of education of the several States.

Now let us glance for a moment at the curricula of various types of schools in several of the countries that lie to the south of us.

The statistics and quoted passages are taken from two bulletins of the United States Bureau of Education written by Professor Edgar Ewing Brandon[1] and Professor Anna Tolman Smith[2]; but the facts thus set forth correspond with my own observations made in 1914 during a visit of inspection of the various educational institutions in six of the South-American countries. These observations were further extended in my relations with the educators of all the Latin-American republics during the session of the Second Pan-American Scientific Congress, held in Washington, D. C., December 27, 1915-January 8, 1916.

CURRICULUM OF THE NATIONAL COLLEGES OF ARGENTINA[3]

A

FIRST YEAR SUBJECTS

I	HOURS A WEEK
Spanish (Castilian). Reading and composition. (a) Pronunciation and orthography; (b) purifying and enriching vocabulary and forms	3
History. Brief summary of the history of the ancient Orient and of Greece, Rome, and the Middle Ages	4
French	4
II	
Mathematics. Plane geometry, 2 hours; arithmetic, 3 hours	5
Geography of Europe, general, and detailed for selected countries	3

[1] Edgar Ewing Brandon, Latin-American Universities and Special Schools. U. S. Bureau of Education. Bulletin No. 504, Washington, 1913.

[2] Anna Tolman Smith, Secondary Schools in the States of Central America, South America, and the West Indies: Scholastic Scope and Standards. U. S. Bureau of Education, Bulletin No. 653. Washington, 1915.

[3] Smith, *op. cit.*, pp. 16-18.

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	HOURS A WEEK
III	
Drawing. Lineal and ornamental	2
Penmanship	2
Gymnastics. Systematic games and exercises for developing the physique	2
	25

SECOND YEAR SUBJECTS

I	
Spanish (Castilian). (a) Analysis; (b) purifying and enriching vocabulary and forms	3
History. Modern and contemporary	3
French	3
English	4
II	
Mathematics. Plane geometry, 2 hours; arithmetic and accounts, 2 hours	4
Biological sciences. Zoology and botany	3
Geography of Argentina	3
III	
Drawing. Lineal and ornamental	2
Penmanship	1
Gymnastics*	2
	28

THIRD YEAR SUBJECTS

I	
Spanish (Castilian). (a) Syntax and elements of linguistics and etymology; (b) purification and enrichment of vocabulary and forms	3
History, Argentine	4
Civics and the national constitution	2
French	3
English	4
II	
Mathematics. Plane geometry, 2 hours; algebra, 2 hours	4
Biological sciences. Zoology and botany	3
Geography. North and South America	2
III	
Drawing. Drawing of natural forms and simple study of works of art	2
Gymnastics*	2
	29

* Same as first year with extensions.

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FOURTH YEAR SUBJECTS

	HOURS A WEEK
I	
Philosophy. Concepts; general problems, divisions, methods, etc., of psychology, logic, ethics, sociology, and metaphysics	3
Literature. Literary theories; study of the literature of Argentina and of Spanish America	3
History. America and Argentina	3
French	3
English	4
II	
Mathematics. Geometry of space, 2 hours; algebra, 2 hours	4
Physics and chemistry. Elements of both sciences; their laws and general problems; their division, etc	2
Biological sciences. Anatomy, physiology, and hygiene	3
Geography. Asia, Africa, and Oceania	2
III	
Drawing. Drawing of natural forms and simple study of works of art	2
Military exercises	2
	31

HIGHER COLLEGES (FINAL COURSE)

B

FIFTH YEAR SUBJECTS

I	
Philosophy. Logic and critique of knowledge, psychology	3
Literature. History of Castilian literature	3
History. History of America and Argentina since 1810	2
Latin	6
Italian	2
II	
Mathematics. Geometry of space, 2 hours; algebra, 3 hours	5
Physics. Mechanics, acoustics, and heat	3
Chemistry. Inorganic chemistry and mineralogy	4
General geography and geology	2
III	
Military exercises	2
	32

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SIXTH YEAR SUBJECTS

	HOURS A WEEK
I	
Philosophy. Ethics, sociology, and metaphysics	2
Moral and civic instruction. Comparative study of the national constitution; duties and rights of the citizen	1
Literature. Epitomes of French, Italian, English, and German literatures	3
History. Argentine history from 1810 to 1910; summary of the history of civilization and human culture	4
Latin	6
Italian	2
II	
Mathematics. Trigonometry, 3 hours; cosmography, 2 hours	5
Physics. Optics, magnetism, and electricity	3
Chemistry. Organic and analytic chemistry	4
III	
Military exercises and gun practice	2
	32

Tabulating merely the language work of these six years, we have the following scheme:

	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year	Total Hours
Spanish	3	3	3	3	3	3	18
French	4	3	3	3	....	....	13
English	....	4	4	4	....	....	12
Latin	....	....	....	....	6	6	12
Italian	....	....	....	....	2	2	4
							59

Analyzing this material from the point of view of language study alone we find several things of interest. One-third of the entire program is given over to language study (59 hours, out of the total of 177 hours). The mother tongue is carried throughout the entire curriculum. Despite the fact that the pupils' native language is a form of Modern Latin, the first foreign language is French (a Modern Latin), which is studied for four years. Following this, and concurrently with much of it, comes English for three consecutive years. After these two languages, the pupil begins

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Latin, which is carried for two years, and in such quantity that the total number of class hours devoted thereto is the same as that given to English, and only one hour short of the time given to French. During these same two years Italian is carried as a fourth language.

ARGENTINA: SPECIAL NORMAL SCHOOL [1]

The foreign-language training school is known as La Escuela Normal de Lenguas Vivas. Modern languages occupy a most important position in all schools of secondary grade, liceos and normal, commercial and industrial institutions. As far as the practical side is concerned, they are excellently taught, but in order to improve still more the practical teaching of foreign languages the Government founded this special school, and decreed a course of study that is as efficient as it is unique. The institution comprises two schools, a primary and a secondary. In the first is given a regular primary education with the addition of one or two foreign languages, French and English. The language instruction is eminently practical, and the pupils learn to understand and speak as well as to read and write. On entering the upper school the student elects the language she expects to teach—it is a school for girls only—and from this time on all instruction in all subjects of the curriculum, except Spanish, is given in the language which the student is preparing to teach, and usually by teachers for whom this language is the mother tongue. In other words, the high school is an English school for one section and a French school for the other. The curriculum varies somewhat for the different sections; for example, history in the French section means especially history of France and of the French; in the other section the stress is laid on English history. The same is true of geography and civics, and necessarily the studies in literature are totally different. The study of the language itself is also continued, so that by the time the girl finishes her high school course she is admirably grounded in the foreign tongue, and at the same time has studied the people, their history, literature and customs, society, and politics. In addition, she has studied methodology, and has been trained in the art of teaching the language by means of practice lessons in the primary department. The curriculum of the preparatory

[1] Brandon: *op. cit.*, p. 91.

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school covers three years and that of the high school four years. For the preparation of foreign-language teachers a better method could scarcely be devised.

ARGENTINA: COMMERCIAL HIGH SCHOOL[1]

The standard course in the Argentine commercial school is that which leads to the title of perito mercantil and embraces five years of study. This is the same length of curriculum as in the regular Argentine liceo, and as entrance requirements are identical for the two the commercial school is in reality a high school. In this respect it differs from the commercial school of Chile, which articulates with the third or fourth grade of the elementary school. The more advanced entrance requirements and the longer curriculum permit the Argentine school to give more attention to non-technical studies. Consequently, the school is an institution of general culture as well as a commercial school. A schedule of this course is herewith presented.

ARGENTINE COMMERCIAL SCHOOL COURSE

Subjects of instruction	Hours per week.				
	1st year	2d year	3d year	4th year	5th year
Mathematics and drawing	6	6	5	3	3
Spanish and commercial correspondence	6	4	3	3	3
Civics and morals	....	....	2	....	....
General and Argentine history	4	3	....	....	....
General and Argentine geography	4	3	....	....	....
Penmanship	4	2	....	....	....
Commercial geography and history	....	....	4	4	....
Natural Science	....	....	3	3	....
Bookkeeping	....	4	5	5	5
Commercial products	....	....	....	2	3
Political economy	....	....	....	....	2
Stenography and typewriting	....	2	2	2	2
Fiscal and tariff legislation	....	....	....	....	3
Elementary commercial and civil law	....	....	....	2	3
English, French, German, or Italian	6	6	6	6	6
Totals	30	30	30	30	30

[1] Brandon: *op. cit.*, pp. 98-99.

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It will be noted that even in a purely commercial course, practically one-third of the entire curriculum (49 hours out of 150 hours) is given over to language study.

BRAZILIAN SCHOOLS [1]

"One of the oldest secondary schools in the country (Brazil) is the Collegio Pedro II at Rio Janeiro, now generally known as the Gymnasio Nacional. The official program of this institution may be taken as a type of secondary education in Brazil. The subjects which it comprises and the relative value given to each are shown in the following conspectus:

GYMNASIO NACIONAL AT RIO JANEIRO [2]

DAILY PERIODS ALLOTTED

Subjects	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year
Maternal language:						
(Portuguese)	3	3	3	3	....	....
Foreign languages:						
English or German	....	3	3	4	....	....
French	3	3	3	....	....	....
Latin	....	....	....	....	5	5
Greek	....	....	....	....	3	3
Mathematics	4	4	4	6	....	....
History	....	....	....	....	4	4
Civics	....	....	....	....	....	3
Geography	3	3	3	....	....	....
Natural Science	....	....	....	....	3	3
Hygiene	....	....	....	....	3	....
Physics and chemistry	....	....	....	....	3	3
Drawing	3	3	2	4	....	....
Physical training	3	3	3	3	....	....
Totals	19	22	21	20	21	21

"The purpose of the Gymnasio Nacional is to provide a well-balanced course of study cultivating and at the same time practical in character. The institution is organized for both day and boarding students, the latter, however, being limited to the first

[1] Smith: *op. cit.*, pp. 28-29.

[2] Ministerio da justiça e Negocios Interiores. Regulamento do Collegio Pedro II. 1911.

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four years of the course. The distinctions between the studies and those of the Spanish-American States pertain chiefly to language.

"Portuguese, the native tongue, and French occupy equal time during the first three years of the course. Choice between English and German is allowed in the second year and continues to the fifth year, when Latin and Greek are introduced."

Here, again, despite the fact that the native language of the pupil is Portuguese (a Modern Latin), Latin itself is undertaken only as a third foreign language, and after French (another Modern Latin language) and English. The total number of class hours devoted to each language is, however, practically the same. One should note, too, that the proportion of time devoted to language study (47 hours out of 124 hours) is considerably more than one-third.

CHILEAN SCHOOLS [1]

The course of secondary instruction (humanidades), authorized by a decree of January 2, 1912, is as follows:

PROGRAM OF HUMANITIES [2]

FIRST, SECOND, AND THIRD YEARS	HOURS A WEEK
Spanish (Castilian)	4
French	3
English or German	3
Mathematics	4
Natural Sciences	2
History and geography	3
Drawing and penmanship	3
Religion	2
Manual work	2
Singing and gymnastics	3
	29
FOURTH YEAR	
Spanish (Castilian)	4
French	3
English or German	3
History and geography	4
Mathematics	4

[1] Smith: *op. cit.*, p. 23.

[2] Anuario del Ministerio de Instrucción Pública. Recopilación de leyes i reglamentos relativos a los servicios de instrucción superior, secondaria i especial, 1912, pp. 290-294.

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	HOURS A WEEK
Natural Sciences	2
Physics and chemistry	2
Civic instruction	2
Religion	1
Drawing[3]	2
Manual work	2
Singing and gymnastics	3
	32

FIFTH AND SIXTH YEARS

Spanish (Castilian)	3
Philosophy	2
French	3
English or German	3
History and geography	3
Mathematics	3
Natural Sciences (hygiene)	2
Physics	2
Chemistry	2
Civic instruction	2
Religion	1
Drawing[3]	2
Manual work	2
Singing and gymnastics	3
	33

Here both foreign languages are carried in equal proportions throughout the entire six years of the curriculum; and solid work in the native tongue is likewise carried on throughout the six years. The proportion of language work to the entire curriculum (58 hours out of 185 hours) is, however, somewhat below one-third.

Now that we have examined the entire curricula of certain types of schools in several of the leading countries to the south of us, and have seen what proportion of each curriculum is devoted to linguistic study, let us make a cross-section examination, so to speak, of merely the amount of language work done in the schools of sev-

[3] Optional.

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eral of the countries. Professor Brandon has a very interesting passage on this phase of the question:[1]

"In Latin-American schools a very large and honorable place is accorded to the study of modern foreign languages. In Guatemala and Mexico such study is even introduced into the elementary grades. Fortunately this practice is exceptional. It is in the secondary and special schools that modern languages receive an attention that in comparison with North-American practices seems excessive.

"In secondary education: In the regular secondary school (liceo or colegio) two languages are always taught, running usually through three or four years. Often a third is introduced in the last year. The following table conveys at a glance the languages offered in secondary schools in certain representative countries and the time given to each. The curriculum is uniform for all pupils, no election being permitted.

MODERN LANGUAGES IN SECONDARY SCHOOLS

Countries.	Languages.	No. of Years.	Av. Hrs. Per Wk.
Argentina	French	3	4
	English	4	3
	Italian	2	2
Chile	French	6	2
	English or German	6	3
Brazil	French	4	3
	English	4	3
	Italian or German	2	3
Peru	French and English	4	5
Costa Rica	English	5	4
	French	4	3
Panama	English	5	3
	French	4	2

"In the university: In the university proper no practical linguistic instruction is offered save in teachers' colleges. The few faculties of letters that subsist may give lecture courses on the history and appreciation of modern literatures, but no lessons in

[1] Brandon: *op. cit.*, pp. 136-139.

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the languages themselves. In the professional schools, however, especially in medicine and engineering, many of the texts used are in French or English. . . . The very general use of French texts in the professional schools is a practical continuation of that language in the university. The same is true of English, but to an extent much less.

"In normal schools: The important position of modern languages in the regular secondary schools of Latin America is not so surprising when one remembers that Latin and Greek have been practically eliminated. Their prominence, however, in special schools is equally marked and is in direct contrast with North-American practices. Foreign languages find no place in the ordinary American industrial or normal school. Even in commercial high schools they are not emphasized and are often taught in an impractical manner. In similar schools in Latin America these studies occupy a post of honor. In Chile the primary normal schools require one foreign language throughout the entire course of five years; in Argentina, one for three years, and in the supplementary course for preparing teachers of the normal school itself a second foreign tongue for two years; in Costa Rica, one for five years, another for four; in Brazil, three years of French, but in addition two or three years are required for entrance; in Guatemala, four years each of two languages; in Panama, English five years, French four years; in Salvador, two years each of two languages. In other countries the amount of time given to this subject in proportion to the entire normal course is much the same.

* * * * * * *

"In commercial schools: In commercial schools the central studies are foreign languages, English, French, and German, whose importance is in the order named. In some few localities, as a result of local conditions, Italian is also taught. It matters not whether the institution be a distinct separate commercial school or simply a business section in the high school, the emphasis laid on the practical acquisition of foreign tongues is all-important. For example, in the commercial section in the Costa Rican national high school English is carried throughout the

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entire course of five years, with an average of more than four hours per week, and French four years, with an average of three hours per week. In the Business College of São Paulo, English and French are required in three years of the four, and in the higher supplementary course of two years elementary courses are given in German, Italian, and Spanish. In the regular course of the higher Argentine commercial schools, six hours per week throughout the entire course of five years are devoted to foreign language study, English, French, and either Italian or German. In the commercial schools of Chile, English is required for four years to the extent of six hours per week, and either French or German for three years, with four recitations per week.

"As can be observed from the data given in the preceding paragraphs, the two most widely studied foreign languages in Latin America are French and English.

* * * * * * *

"Method of instruction: The manner of teaching foreign languages in Latin America and the extent of the instruction are worthy of remark. The direct method is universally employed, although variations in its application are numerous. The teacher can always speak the language with more or less fluency and exactness, and class-room instruction is given principally in the language studied. Practically all work is done in class in these subjects, as in fact in many others. Since the recitation schedule contains a large number of hours, as is the practice in Europe, little private study is done by the pupil, and what little he does is not new work, but merely a review and development of the theme presented in class. In the earlier lessons in foreign language, objects, mural charts, and pictures are much used, and many schools possess an admirable equipment of this sort of apparatus. Formal grammar is not neglected, but, in conformity with the philosophy of the direct method, is presented in an inductive manner. Much repetition is used. The exercises are kept for a long time in the simplest forms, and reading texts are of the most elementary character. The study is more than practical; it is entirely utilitarian. Literature is not taught either systematically or incidentally except in the universities. The

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three, four, five, or even six years that may be devoted to a language in the secondary or special schools are spent exclusively upon the language itself. What little reading is done is done not as literature, but as a linguistic study. The result is that the average student has a good practical command of foreign languages. He has missed, however, a rare opportunity for cultural study through a wide reading of the literature, and this could be attained without sacrificing the practical aim."

Professor Brandon quite correctly stresses certain phases of these practices as undesirable. We have had our own troubles with foreign-language study in our grade schools, and it is to be hoped that we have learned our lesson, and that we shall in the future see to it that in our grade schools, *properly so called,* no foreign language is taught or used. But we should make this stricture apply only to grade schools properly so called. The taboo should apply to seventh and eighth grades whenever and wherever those grades are handled by grade-school teachers and are treated as of the grade-school system. The taboo should *not* apply to seventh and eighth grades whenever and wherever those grades are handled by regular high-school teachers and are treated as of the high-school system.

Furthermore, we ought not to wish our language study to become so utterly utilitarian that all its spiritual and cultural value is crushed out. Nor is it necessary to do so in order to attain the practical results desired, especially in schools that have such a long and consistent sequence of language study. If we adopt the long, consistent sequences that are in vogue among our neighbors we shall be able to attain the same practical results, and still acquire some of the spiritual values mentioned.

But while making these reservations and strictures on Hispanic-American practice, Professor Brandon with equal propriety stresses the good points of that practice. The teachers very generally have a practical command of the language or languages they teach; the direct method is used and adapted; and all language work (as well as much of the work of other subjects) is done on the supervised-study plan, which throws the pupil into contact with the teacher during the time of learning, as well as during the time of reciting.

Nor is Professor Brandon alone in thus seeing the good points

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of Hispanic-American practice, as witness this paragraph by Professor Smith:

> "In all discussions of the instruction in living foreign languages emphasis is placed upon the use of the natural or practical method, which is very readily employed, since the professor in charge of each language is proficient in the same. Hence conversation upon familiar subjects, dictation, and translation, at first of simple sentences and gradually of more extended matter, are common features of the class exercises. As a result a large proportion of the students from the secondary schools of South America have a ready use of the French language and very generally of the English or German also."[1]

Here, indeed, is food for thought, especially for the direct-method devotee: "conversation upon familiar subjects, dictation, and translation, at first of simple sentences and gradually of more extended matter." Translation! God save the mark! And yet there are some of us who are so benighted or heretical as to believe that a foreign language expert is not of much use unless he can tell his less fortunate compatriots what a given passage really means in the expert's own language; and we who are thus heretical have the temerity to believe that even the most enthusiastic devotee of the direct method will agree with us when we claim that an interpreter who cannot translate intelligibly is of little use, however well he may claim to understand the foreign language.

With all these facts before us, and after having made a careful study of the programs of various schools in England, on the Continent, and in several of the most progressive countries in South America, with particular attention to such schools as have made a specialty of foreign-language work, our Interlocking Committee submitted our fourth, fifth, sixth, and seventh recommendations.

The fourth and fifth recommendations are to the effect that where junior high schools have already been established so that we may count upon the advantages of a six-year high-school program the foreign-language sequence in the college preparatory course be

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[1] Smith: *op. cit.*, p. 32.

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as follows: Spanish, Latin, French, and German. Where the standard four-year high school is concerned the language sequence for the college preparatory course shall be: Spanish, Latin and French.

The object of the foregoing recommendations is to secure homogeneity in the language preparation of the pupils in each and every language class. This is in harmony with the universal practice abroad.

The sixth and seventh recommendations are to the effect that, for the six-year non-preparatory course the language sequence be Spanish, French, and German. Similarly in the four-year non-preparatory curriculum the language sequence shall be Spanish and French.

These four recommendations are set forth more in detail in the four accompanying schedules for the four-year and six-year programs of both the college-preparatory and the non-college-preparatory curricula. To them are appended the schedules of the Perse School in Cambridge, England, and of the Austrian Reform-Realgymnasien. In the curricula of both types of school a modern foreign language (a form of modern Latin) has been treated to a considerable extent before beginning Latin. We have noted also that some of the South-American programs are built to the same purpose. The two types of program that are presented from Europe have been in successful operation for more than ten years each, and can no longer be said to be in the experimental stage.

In working out our four proposed schedules we took as a basis a school day of twelve thirty-five-minute periods, such as that in use at the Joliet Township High School. But whereas the Joliet Township High School treats its school day as being composed of four double periods, and four single periods (one of the latter of which is for lunch), we have proposed a school day of five double periods and two single periods (one of the latter of which is for lunch). As the school week contains sixty thirty-five-minute periods we have set down for each subject the number of single periods per week that will be devoted to it. All study-subjects, however, are treated on the double-period basis.

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College Preparatory

Four-year Curriculum

Grade	English Subjects	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathematics	Spanish	Latin	French
9 Age 14-15	10	10	10	Lunch 5 5	10	10	....	....
10 Age 15-16	10	6	4	Lunch 5 5	10	10	10	....
11 Age 16-17	10	.	4	Lunch 5 5	6	10	10	10
12 Age 17-18	10	....	6	Lunch 5 5	4	10	10	10
Totals	40	16	24	Lunch 20 20	30	40	30	20

English 40 — Non-Language Studies 90 — Foreign Languages 90

Lunch 20

Six-year Curriculum

Grade	English	Natural Science	History	Lunch Singing Drawing Gymnastics Etc.	Mathematics	Spanish	Latin	French	German
7 Age 12-13	10	10	10	Lunch 5 5	10	10	....	....	....
8 Age 13-14	10	10	10	Lunch 5 5	10	10	....	....	....
9 Age 14-15	10	6	4	Lunch 5 5	10	10	10	....	....
10 Age 15-16	10	....	....	Lunch 5 5	10	10	10	10	....
11 Age 16-17	10	....	....	Lunch 5 5	....	10	10	10	10
12 Age 17-18	10	....	....	Lunch 5 5	....	10	10	10	10
Totals	60	26	24	Lunch 30 30	40	60	40	30	20

English 60 — Non-Language Studies 120 — Foreign Languages 150

Lunch 30

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Non-College Preparatory

Four-year Curriculum

Grade	English Subjects	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathematics	Other Subjects	Spanish	French
9 Age 14-15	10	....	....	Lunch 5 5	....	....	10	....
10 Age 15-16	10	....	....	Lunch 5 5	....	....	10	....
11 Age 16-17	10	....	....	Lunch 5 5	....	....	10	10
12 Age 17-18	10	....	....	Lunch 5 5	....	....	10	10
	—	—	—	20	—	—	—	—
Totals	40	....	....	Lunch 20	....	....	40	20

English 40 — Non-Language Study 120 Lunch 20 — Foreign Languages 60

Six-year Curriculum

Grade	English	Natural Sciences	History	Lunch Singing Drawing Gymnastics Etc.	Mathematics	Other Subjects	Spanish	French	German
7 Age 12-13	10	....	....	Lunch 5 5	....	....	10	....	....
8 Age 13-14	10	....	....	Lunch 5 5	....	....	10	....	....
9 Age 14-15	10	....	....	Lunch 5 5	....	....	10	10	....
10 Age 15-16	10	....	....	Lunch 5 5	....	....	10	10	...
11 Age 16-17	10	....	....	Lunch 5 5	....	....	10	10	10
12 Age 17-18	10	....	....	Lunch 5 5	....	....	10	10	10
	—	—	—	30	—	—	—	—	—
Totals	60	....	....	Lunch 30	....	....	60	40	20

English 60 — Non-Language Study 150 Lunch 30 — Foreign Languages 120

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Curriculum of the Perse School, Cambridge, England

36 lessons in the week, each 45 min. (except in the first stages, when they are shorter)

	English Subjects	Mathematics	Natural History or Science	Drawing Singing Modeling	French	Latin	Greek	German
Before 9	24	6	2	4	....	....	....	....
9-12	18	6	2	4	6	....	....	....
12-14	12	6	4	2	6	6	....	....
14-16	6	6	4	2	6	6	6*	6*
16-19	6	(Special work in any subject, 26)						4**

* Alternatives.

** For those who took Greek earlier.

Austrian-Reform-Realgymnasien

Subject	1	2	3	4	5	6	7	8	Total
Religion	2	2	2	2	2	2	2	1	15
German	4	4	4	4	3	3	3	3	28
French	6	5	4	4	3	3	3	3	31
Latin	....	....	....	....	7	7	8	8	30
History	2	2	2	2	3	3	3	3	20
Geography	2	2	2	2	1	1	1	....	11
Mathematics	3	3	3	4	3	3	3	2	24
Natural History, etc.	2	2	....	....	3	3	....	2	12
Chemistry	....	....	....	3	....	....	4	4	11
Physics	....	....	3	2	....	....	....	....	5
Geometrical Drawing	....	2	2	3	....	....	....	....	7
Free-hand Drawing	4	4	4	3	2	2	....	....	19
Philosophical Propædeutics	....	....	....	....	....	....	1	2	3
Chirography	1	....	....	....	....	....	....	....	1
Gymnastics	2	2	2	2	2	2	2	2	16
Total	28	28	28	31	29	29	30	30	

One may very well ask why we put Spanish as the first foreign language to be studied when the two special types of school in Europe (Perse, and the Austrian Reform Real Gymnasien) to which we refer place French in that position; and when the British committee which studied the same problem that we have been studying, and whose report we have quoted at such length, likewise placed French in the foremost position.

The principle underlying the curricula of the South-American schools and of the two types of European school to which we have referred is that a modern Latin language is a good introduction to the study of Latin itself, in addition to the fact that the modern

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language has an interest more alive. Dr. Rouse, who is the Director of the Perse School, is also a Latinist, and his belief in the recommended sequence, coupled with his modified use of the direct method in all foreign-language instruction is embodied in his official statement that:

> "The general result is that the Sixth Form attains the usual scholarship standard, but at a comparatively small cost of time, and with unimpaired freshness of interest. Thus a boy of sixteen under this system attains better results in Latin after 540 school hours, than he does under the current system after 2160 school hours."

The paramount principle underlying the report of the British committee was the discovery of what is best for the British peoples. That same principle applied to our problems, with our intimate association with the eighteen Spanish-speaking nations of the Western Hemisphere (to say nothing of our relations with their mother-land, Spain), has led us to put Spanish in the first place, and French in the second place (among modern languages). whereas for obvious reasons of geographical propinquity, the British committee placed German in the second place among modern languages. But Britain has not our Inter-American problem to face, nor have we Britain's physical propinquity to Germany. For these reasons, as well as for those of the reciprocity involved in the recommendations of the Second Pan-American Scientific Congress, we have indicated Spanish as the foreign language that all the rising generation of Young America should study carefully as its first foreign language.

NOTE. Throughout this article the author has been writing in his own name a defense of the report that was submitted to the 1918 annual High School Conference of the University of Illinois by the Interlocking Committee on the Coördination of Language Study for the High Schools of Illinois, of which he is chairman. He has no apology to make either for the report or for his defense thereof, for he considers that the position taken by the committee is pedagogically sound. Nevertheless, as he has always considered himself as a teacher of pupils rather than as a teacher of subjects, his interest is always greater in the pupil than it is in the subject. For that reason a pedagogical confession of faith may not be out of place at this time. For years the author has been urging a more careful coördination of our programs of study, especially with the view to the best interests of those whose programs will be the longest and will therefore need the utmost nicety of adjustment. Our entire educational system in the last quarter of a century

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has suffered untold damage through a too liberal use of the elective system and the result has been chaos and lack of real attainment in any subject because the pupil has gotten a smattering of a variety of subjects through permission to elect anything at any time in the course. For the purpose of counteracting some of those evils and in order to free ourselves from the legitimate complaint that under the present system (which has been practically forced upon us) we do not give our students in sufficient numbers a real control of any language, the author has been urging a more careful coördination of language study so that in each and every language class of a given curriculum the students may have had not only the same training in the language in question but the same general language training as to the number of languages studied and the length of time that has been devoted to each: in other words, homogeneity of antecedent language preparation in all language classes of a given curriculum. This means that for each curriculum a definite sequence will be adopted for the number of languages studied and for the time devoted to each. As the adoption of subject-sequence is far more important for the pupil than the position of any one language in that sequence, the present author has told his committee and the high school conference to which the report was submitted that he would support not merely the sequence recommended by the committee, but any sequence that the language teachers of the state could agree upon. He wishes to reiterate that statement at this time. And as a professor of Spanish I wish to state that I do not consider that it is any favor to my subject to give it the position that it has been given in the committee's report; and I am willing to support a sequence in which French and Spanish shall change places in the recommendations as made by the committee; or in the case of the college preparatory curricula I would support the sequence Latin, French, Spanish, German, or Latin, Spanish, French, German, provided we could get the language teachers of the state to agree thereon and thus give us the homogeneity that is essential to our meeting the demands that are properly made of us by permitting us to do away with the present waste from chaotic duplication.

JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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SOME SPANISH-AMERICAN NOVELS

The list of Spanish-American novels that is given below has been prepared after consulting with many of my friends, and especially with Dr. Alfred Coester, Professor A. M. Espinosa, Professor Pedro Henríquez Ureña, Professor John Hill, Professor Federico de Onís, Professor Homero Seris, Dr. Guillermo Sherwell, and Mr. C. K. Jones of the Library of Congress. The choice of the novels, however, is mine, and none of these gentlemen whom I have mentioned should be blamed if novels have been chosen that are not worth reading. On the other hand, I must confess that I have not yet read all these novels, and that I have had to depend somewhat on the advice of my friends.

Those that are marked with an asterisk are the ones that my distinguished colleague, Dr. Pedro Henríquez Ureña, recommends for reading. To these I should be inclined to add *Navidad en las montañas*. Those that are marked with a second asterisk are generally considered among the best of the Spanish-American novels:

Acevedo Díaz, Eduardo (Uruguay).

**Ismael.* Buenos Aires. Impr. la Tribuna nacional, 1888.

Aldao, Martin (Argentina).

**La novela de Torcuato Méndez.* Buenos Aires. 1912.

Altamirano, Ignacio Manuel (México).

Navidad en las montañas. New York. Heath, 1917.

Bilbao, Manuel (Argentina).

El inquisidor mayor. 4a ed., Buenos Aires. 1871.

Blanco Fombona, Rufino (Venezuela).

**El hombre de hierro.* Caracas. Tipografía americana, 1907.

Blest-Gana, Alberto (Chile).

Los trasplantados. 2 vols. París. 1904; 2a ed., París. Garnier Hermanos, 1911.

***Martín Rivas.* Santiago de Chile. 1862; nueva ed., París. Viuda de C. Bouret, 1910.

Castellanos, Jesús (Cuba).

La conjura. Habana. 1906; Madrid. Tipografía de la Revista de Archivos, 1908; Madrid. Editorial-América [1916] (en Biblioteca Andrés Bello, XXI).

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Cestero, Tulio M. (Santo Domingo).

Ciudad romántica. París. 1911.

Delgado Rafael (México).

La Calandria. México. "Biblos," 1916 (3a ed., con un retrato grabado por Emiliano Valádez).

**Los parientes ricos.* México. Impr. de V. Agüeros, 1903 (en Biblioteca de Autores Mexicanos).

Díaz Rodríguez, Manuel (Venezuela).

***Sangre patricia.* Madrid. Editorial-América [1916?] (en Biblioteca Andrés Bello, II).

Duayen, César (Argentina).

Stella. 2a ed., Barcelona. Maucci, 1909.

Estrada, Ángel (Argentina).

**Redención.* Buenos Aires. 1906.

Fernández de Lizardi, J. J. (México).

**El Periquillo Sarniento.* México. 1819; nueva ed., México, Blanquel, 1865; ed. de lujo, México. J. Ballescá y Ca., 1897.

Galván, Manuel de Jesús (República Dominicana).

**Enriquillo.* Santo Domingo. García Hermanos, 1882.

Gamboa, Federico (México).

**Metamorfosis.* México. 1899.

García Godoy, Federico (República Dominicana).

**Rufinito.* Santo Domingo. 1907.

Gómez Garrillo, Enrique (Guatemala).

**Bohemia sentimental.* Barcelona. [R. Sopena], 1900.

González Peña, Carlos (México).

**La musa bohemia.* Valencia. F. Sempere y Comp., 1910.

Guerrero, Constantino Emilio (Venezuela).

Lucía. Caracas (?). 1904(?).

Heredia, Nicolás (Cuba).

Leonela. Habana. Impr. la Moderna, 1893.

Isaacs, Jorge (Colombia).

***María.* Bogotá. 1867; ed. con prólogo de J. M. Vergara. París. 1898; ed. con prólogo de J. M. Pereda. Madrid. [Rivas Moreno], 1899; ed. reducida, New York. Ginn, 1918.

Larreta, Enrique (Argentina).

***La gloria de don Ramiro.* Buenos Aires. 1911.

Mera, Juan León (Ecuador).

**Cumandá.* Quito. 1876; Madrid. F. Fé, 1891.

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López-Portillo y Rojas, José (México).
La parcela. México. Impr. de V. Agüeros, 1898 (en Biblioteca de Autores Mexicanos).
Magariños Cervantes, Alejandro (Uruguay).
Caramurú. Buenos Aires. 1865.
Mármol, José (Argentina).
***Amalia.* Buenos Aires. 1889; Buenos Aires. "La Nación," 1904 (en Biblioteca de "La Nación"); ed. reducida, New York. Macmillan, 1918.
Matto de Turner, Clarinda (Perú).
**Aves sin nido.* Buenos Aires. 1889.
Ocantos, Carlos M. (Argentina).
***Don Perfecto.* Barcelona. Montaner y Simón, 1902.
El peligro. Madrid. Impr. de V. Tordesillas, 1911.
Reyles, Carlos (Uruguay).
***La raza de Caín.* Montevideo. 1896; 2a ed., París. P. Ollendorff [19-?].
Rodríguez Mendoza, Emilio (Chile).
**Vida nueva.* Santiago de Chile. Impr. Esmeralda, 1902.
Romero García, M. V. (Venezuela).
**Peonía.* Caracas. Impr. de "El Pueblo," 1890.
Villaverde, Cirilo (Cuba).
**Cecilia Valdés.* Nueva York. Impr. de El Espejo, 1882; ed. de "La Discusión" (como folletín de este periódico), Habana. 1915.

E. C. HILLS

INDIANA UNIVERSITY

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REPORT OF THE COMMITTEE ON SCHOLARSHIPS IN SPANISH COUNTRIES

Deseosa nuestra asociación de cooperar en el propósito tan general hoy de estrechar las relaciones de este país con los países de habla española, en una de las últimas reuniones formó un Comité, compuesto de diez miembros, que tendrá a su cargo la labor de dar forma práctica a tan loable propósito.

El citado Comité ha quedado constituído en la forma siguiente:

PRESIDENTE

Sr. C. F. McHale, National City Bank of New York.

VOCALES

Sr. Leon J. F. de Alarid, Chicago, Ill.

Sr. M. A. De Vitis, Fifth Avenue High School, Pittsburgh, Pa.

Sr. Carlos K. Figarola, De Witt Clinton High School, Nueva York.

Sr. Charles F. Harrington, Kent School, Kent, Conn.

Sr. E. S. Harrison, Commercial High School, Nueva York.

Sr. M. A. Luria, De Witt Clinton High School, Nueva York.

Sr. Wm. T. Morrey, Bushwick High School, Nueva York.

Sr. E. L. C. Morse, Chicago, Ill.

Sr. S. M. Waxman, Boston University, Boston, Mass.

La primera reunión del Comité tuvo lugar en las oficinas del Educational Department del National City Bank of New York. Aunque la reunión fué informal, pues asistieron a ella sólo algunos de los miembros residentes en Nueva York, se cambiaron ideas que ofrecen gran interés, y que, una vez llevadas a la práctica, se espera tendrán muy benéfica influencia en las relaciones de este país con las repúblicas hispanoamericanas y España.

El señor McHale, Presidente del Comité, dió a conocer el alcance que en su opinión se debía dar a los fines perseguidos e indicó una de las maneras de darles forma práctica. Hizo una somera explicación del funcionamiento del "Educational Department" del National City Bank y de la labor que se realiza con la preparación de un vasto personal para servicio en el extranjero.

Procurar la creación de becas en establecimientos de educación hispanoamericanos, o ayuda del comercio, instituciones y particu-

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lares de este país para costearlas; propender a la provisión de puestos para jóvenes americanos en el comercio de los países de habla española, o en las casas de comercio de este país que tengan sucursales en el extranjero, serían maneras de llevar a la práctica los fines perseguidos, dar así a conocer en el extranjero los buenos elementos con que cuenta el país, y contribuir de tal modo a que se le conozca mejor.

Manifestó el señor McHale que muchos colegios, instituciones, municipalidades y gobiernos sudamericanos envían jóvenes a este país a perfeccionar sus estudios, a aprender los usos y costumbres del comercio, o a estudiar las industrias, y que por centenares se cuentan los que vienen por cuenta e iniciativa propias, en busca de trabajo que les permita ganar lo suficiente para costear sus gastos y poder entretanto aprender el idioma, perfeccionarse en él o estudiar un arte, profesión u oficio.

Agregó que la Unión Pan-Americana, de Wáshington, no cesa en sus esfuerzos de estimular a los estudiantes de la América Española a que vengan a este país a perfeccionar sus conocimientos. Con este objeto ha conseguido que muchas instituciones docentos de este país concedan instrucción gratuita a los estudiantes que llenen los requisitos necesarios.

Esa corriente constante de energías jóvenes que viene a este país, es altamente provechosa para las repúblicas del sur. Si hubiera un intercambio, en mayor escala, de energías jóvenes, es indudable que tardaríamos menos tiempo en conocernos mejor.

Por todos los medios posibles debemos tratar de conocernos mejor; hacia allá deben encaminarse nuestros mayores esfuerzos. Nada podría ser más útil y provechoso para las relaciones internacionales. Por millares se cuentan los estudiantes que han adquirido un conocimiento de la lengua española, si no perfecto, por lo menos bien tolerable, y que demuestran, además, inclinación por todo lo que se relaciona con la América Hispana. Ese es el elemento que deberíamos aprovechar.

A su vuelta al país, traerían esos jóvenes un mensaje de inestimable valor, que dado a conocer ya en conferencias, ya en la sala de clase, ya en la prensa, contribuiría poderosamente a que el público americano se diera cuenta de la psicología sudamericana y comprendiera mejor sus costumbres, tendencias e ideales.

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the study of Spanish is also eloquently demonstrated by the organization of local chapters in various localities. Some of these local chapters are now being organized; others anticipated. Three important chapters have been recently organized in the cities of San Francisco, Washington, D. C., and Los Angeles, being the second, third, and fourth local chapters, respectively, to be organized since the foundation of the association. The New York chapter, which formed the nucleus for the formation of the national association, became the first local chapter in January, 1918.

The Northern California Chapter of the American Association of Teachers of Spanish was organized at a meeting of teachers of the San Francisco Bay region held March 1st in San Francisco. Professor Schevill, head of the Department of Romanic Languages in the University of California, presided at the meeting, and set forth the need of such an organization that should be closely related to the national association and the work it could do. With hearty unanimity the organization was effected. Professor R. Schevill was elected president, and Dr. M. W. Graham of the University of California was chosen as secretary and treasurer. Twenty-four charter members were enrolled. They include Mr. J. C. Cebrián, one of the honorary presidents of the national organization; Professor Schevill, first vice-president; and Dr. Carlos Bransby of the University of California, a life member of the national association.

The death of Professor Ramón Jaén, who was actively connected with the movement to organize the chapter, deprives it of invaluable support and service.

The Washington chapter was organized April 4th in the assembly hall of George Washington University. Mr. Guillermo A. Sherwell of the International High Commission delivered an address on the subject, "The Development of Spanish and Spanish-American Literature," and Señor Cayetano Serrano of the Mexican Embassy spoke on the reasons for the study of Spanish in the schools of the United States. The temporary officers elected until the next meeting of the chapter are: Professor Henry Grattan Doyle of George Washington University, president, and Miss Ruth Willson, secretary.

The Los Angeles chapter was enthusiastically launched on the 26th of April in Los Angeles. The meeting was opened with the reading of an inspiring letter from Mr. Lawrence A. Wilkins, the president of the national Association. Addresses were delivered by Professor Roy E. Schulz of the University of Southern California, Mr. G. W. H. Shield of Manual Arts High School, and Professor A. M. Espinosa of Stanford University. All of the speakers voiced the sentiment that in Southern California, where there yet live the language, traditions, and blood of Spain, teachers of Spanish are destined to be among the leaders in the promotion of Hispanic language and culture. Fifty charter members were enrolled. The officers elected for 1919 are the following: Mr. G. W. H. Shield, president, Professor Roy E. Schulz, vice-president, and Miss K. D. Loly of Pasadena High School, secretary-treasurer.

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OBITUARY

RAMÓN JAÉN

With a great burden of sorrow the Department of Romanic Languages of the University of California records the sudden and unexpected death of Ramón Jaén, associate professor of Spanish, which occurred in the early morning of March 26th. The preceding day he had been one of the principal figures in the reception given to the commssion from the Philippine Islands. In the evening he had been one of the guests at a small dinner party at the home of one of his colleagues. He had gone to his apartments in the best of spirits and in his usual state of health. Apparently he had sat down to his desk for a period of work, and being attacked by distress in his heart, he had lain down to obtain relief. At breakfast time he did not respond, and investigation found his body lifeless and cold. The greatness of the shock stunned the university and other circles where he was known and admired, and even yet it seems impossible to realize that this fine soul has passed beyond us into the unseen.

In 1916 the summer session of the University of California brought into public view a new figure in American scholarship in the person of the civilian instructor in Spanish at West Point. There linger yet memories of the surprise and delight created by the presence of this representative of Spanish culture. Small of stature, degnified but not stiff in bearing, with a winning smile and most engaging courtesy, with a delightful voice and admirable literary style, he brought to his duties a scholarship that suggested rather than revealed its exactness, a comprehensive knowledge of the language, literature, and life of his native land, and a broad-mindedness in his interpretations of Spanish civilization, that were wholly charming and inspiring.

The brief year and a half of service that Professor Jaén gave to this university revealed more clearly the remarkable qualities of the man. His obvious gifts of popular as well as of scholarly exposition were seen in his classroom work and in the series of popular lectures on *Spain since 1898,* which he was engaged in delivering when death came. His intellectual grasp and keenness of insight are most evident in the series of interpretative essays which were to form a volume under the title, *Viaje Espiritual por España.* His fullness of knowledge and clear understanding of political movements in Spain were seen to advantage in articles published in *The Nation* and elsewhere. The wide range of his tastes and sympathies and the brilliancy of his endowments showed themselves preëminently in fellowship with other scholars and in the social circles which he adorned. His friendly service to the students, the outpourings of his treasures of knowledge to his colleagues, the delightful geniality of his spirit, the sparkling wit and delicious

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humor of his conversation, his punctilious sense of honor and responsibility stand out among the many manifestations of a surprisingly earnest, intense, and lovable personality.

At the early age of 34 he ceased from his labors, whose very intensity brought them to an untimely end. An attack of influenza came upon him in November of last year. His anxiety to discharge his duty led to his return to the classroom before he had fully recovered, and a relapse left him with a weakened heart. He had looked forward to a visit to his mother in Spain during the coming summer and to a well-earned vacation there. His efforts were bent toward accomplishing certain literary tasks involving publication in this country and in Spain. These uncompleted labors, and others that he had planned, make doubly clear to us the greatness of our loss, while they heighten our sense of the privileges we enjoyed in the companionship of so rare a spirit and so gallant a Spanish knight.

MALBONE WATSON GRAHAM

UNIVERSITY OF CALIFORNIA

Ramón Jaén habia nacido en aquella tierra levantina de España donde el cielo es luminoso y las almas de los hombres apasionadas. En Elche—nombre que evoca en nosotros el recuerdo de palmeras y de las primitivas estatuas ibéricas—pasó su niñez. En la universidad de Madrid estudió la carrera de Derecho, y en Madrid vivió hasta que en 1914 salió para este país donde acaba de morir.

Jaén, que luchó en Madrid solo, sin apoyo de nadie y en circunstancias nada favorables, logró desde muy pronto, desde que era estudiante, darse a conocer y ser estimado y querido por todo el mundo. No eran sólo sus cualidades intelectuales—extraordinarias—las que le lograban la estimación de las gentes; eran sobre todo sus cualidades morales: su bondad, su actividad, su gracia, su seriedad y, sobre todas las cosas, su dignidad, aquella dignidad a toda prueba que brillaba más en los momentos más desfavorables y que era en él como una religión.

Se había interesado primeramente en los estudios sociales y fué al lado de D. Adolfo Posada y D. Gumersindo de Azcárate uno de los primeros entre los jóvenes que constituyeron el personal del naciente "Instituto de Reformas Sociales." Pero en el fondo Jaén no era un sociólogo, sino un artista y un poeta, o era ambas cosas a la vez. Como nuestros santos castizos llevaba en su espíritu una mezcla rara de sano practicismo y de idealismo místico. Por esto encontró pronto su hogar espiritual en la "Institución libre de enseñanza", que al parecer no era más que una escuela y en el fondo era y es una religión, fundada y mantenida por Don Francisco Giner de los Ríos. De este hombre extraordinario, que era un santo lacio y moderno, recibió Jaén el impulso definitivo que formó su personalidad: su ejemplo le arrastró a las labores pedagógicas a que se dedicó primero en España en la "Residencia de estudiantes" y en la "Asó-

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ciación para la enseñanza de la mujer" y más tarde en este país en la Academia de West Point y en la Universidad de California.

Al lado de Don Francisco Giner, de Cossío y de los demás maestros de la Institución aprendió el joven Jaén a amar los paisajes y las ciudades castellanas (que después él supo pintar con tanta intimidad y emoción) y el arte español, todo desde los grandes maestros de la pintura hasta las más humildes artes industriales cuyos restos tradicionales había que ir a buscar a escondidos rincones. Al lado de ellos aprendió el amor infinito a España, a la España gloriosa y tradicional que se iba y a la nueva España que tímidamente se anunciaba.

Jaén era, diríamos, un especialista en España: la había recorrido, como un explorador, buscando los rincones ignorados adonde no llegan los trenes ni los caminos y había penetrado en lo pintoresco de las costumbres, en las artes olvidads y en el alma de las gentes. Sus hermosos artículos publicados en *La Lectura* de Madrid y últimamente en HISPANIA, no eran más que una promesa de lo que hubiera podido hacer con los materiales reunidos y sobre todo con la emoción y arte que él sabía prestarles.

Ultimamente se había interesado más y más en la moderna literatura, y los artículos que sobre Baroja, Azorín y otros escritores contemporáneos había empezado a publicar hicieron nacer en todos nosotros la seguridad de que ese campo había encontrado en él el hombre capacitado para estudiarlo.

Su labor como profesor en este país es demasiado conocida de todos para que yo necesite encarecer lo que hemos perdido. Yo pienso sobre todo en lo que ha perdido España. Entre los millares de personas dedicadas en este país a la enseñanza del español una docena de españoles llevamos sobre nuestros hombros la misión de prestar a esa enseñanza la nota de intimidad con el espíritu de nuestra lengua y nuestra literatura en la que sin duda hemos de superar a los demás ya que no les superemos en ninguna otra cosa. Nadie reunía—y es difícil que nadie pueda reunir—las condiciones de Ramón Jaén para llevar a cabo esa misión difícil, delicada y tan importante para los intereses espirituales de nuestra patria. La enseñanza americana ha perdido, por lo mismo, uno de sus mejores maestros de español.

De lo que hemos perdido sus amigos no quiero decir nada. En España éramos amigos; aquí éramos hermanos. Por eso yo pienso ahora tan sólo en aquella pobre madre toda dolor y soledad que vive sin esperanza en la tierra luminosa de las palmeras, y al ahondar en su pena sin fondo siento el consuelo de pensar que ha habido otras madres a las que la muerte piadosa ahorró la posibilidad de semejante dolor.

FEDERICO DE ONÍS
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REVIEWS

Primeras Lecciones de Español, by Carolina Marcial Dorado. Ginn & Company, New York, 1918. xvi+307 pp.

It is a joy to find this sane book thoroughly Spanish without running too much to archaic fable or fairy-tale vocabulary, yet including those features appealing to a child's language study. Songs, games, riddles, proverbs spice it. The early lessons can be handled by the direct method, if the teacher chooses. The readings are adapted to conversation, which is the child's main interest in foreign language.

The book presents grammar essentials inductively, adds a brief chapter on general rules for reference, and is up-to-date in method.

Since Miss Marcial refrains in her preface from hinting at what grade the book aims, I puzzled, at first, whether it were not for fifth-grade children, as the pictures and songs look so childish. But the tales and pointed anecdotes later seem hard enough for the ninth grade. Probably the text is to some extent experimental. But now that progressive schools have admitted Spanish to the seventh grade we conclude that it is here the book will be wanted.

And if so, it might well provide a little more technical verb drill from the first. The seventh-grader is not badly frightened his first week to find a Spanish verb can be conjugated in the present tense. The book doesn't convince him of this till *ser* and *estar* are reviewed, page 39. About twenty pages on other morsels of real verb work are dealt out. The most vital base of speech being verbs, more drill should be indulged in all the way. When the book openly admits verbs, they hasten in with speed. Two lessons beyond the present-tense introduction, all three conjugations of the imperfect are thrust upon the learner in one lesson. Before he recovers from that blow he is struck by the preterit. By the way, since many authorities have adopted the nomenclature of past descriptive and past absolute it would be useful and courteous to explain both tense namings.

A minor criticism may be made on those absolutely charming, clever illustrations, all so Spanish in flavor. None could lead us to dream that any part of Spain was advanced beyond the quaint, picturesque customs here shown. We even suspect some sensitive Spaniards might be worried lest they would teach that only provincial types exist. This could be offset by a few photographic cuts that do justice to progressive Spain.

I'm sorry the vocabulary heads the lesson. Why force the pupil to gaze at the English meanings before he has a chance to guess or reason out the words from their context? Allow his brain exercise.

I have not made up my mind that it was wise to omit an English-Spanish vocabulary. I fancy ambitious children and a teacher not too well prepared (Spanish educators hint that such are yet to be with us, through need) would like this for original work and reference.

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This leads me to say the book offers a stupendous Spanish vocabulary for a child's first year—nearly three thousand Spanish words! Linguists are satisfied when a child uses a thousand words and recognizes about a thousand more in his reading. What, then, will he do with three thousand new words to cloud his view? This threatened danger lessens when we recall that a bulk of the words occur in the supplementary matter the book squeezed in. We have complimented the including of songs, rhymes, etc. But reflect on the surplus! Among these 83 lessons are 39 *rimas*, 20 *adivinanzas*, 13 *juegos*, 46 *proverbios*, and 22 *canciones!* Can a class spare time from essentials to learn more than four or five songs a year?

The English "rigmaroles" our young Americans learned to love between the ages of four and eight years will not appeal to a Spanish pupil of twelve or fourteen. Likewise baby rhymes and meaningless songs of Spanish four-year-olds will not fail to irritate the average sophisticated twelve-year-old American. He appreciates things similar to what he likes in English, and nothing more, until, by gradual aids, he has gained some feeling of Spanish atmosphere. At the sensitive seventh-grade age he is more offended by the "babyish" than a high school or college student would be. Foreign folklore is rather wasted on him. Some study of literature must be made as a setting before we cast these pearls before him. Such a setting for future appreciation is, however, happily provided in other features of the book, in the nicely chosen accounts of festivals, customs and the legends of the Cid.

The latter part of the book contains the most practical reading matter, namely, Spanish-American subjects. For that is the interest nowadays that is inducing parents to urge their children to study Spanish.

Possibly too many new constructions are worked into the last few lessons, as though there were a fear that unless the whole grammar ground were covered, the poor student will have lost his final chance to learn Spanish. Launching so many new elements near the end of the year will not bait the young person to continue.

He may feel surfeited. The last lessons should be so prepared as not to discourage him by a threat of the ponderous unknown. More simple review material over which he feels some confident mastery will whet his appetite for more Spanish.

Among the lessons on Spanish-American topics, occur mistakes in the use of the definite article. The South American is punctilious about the definite article with such republics as have incorporated it as a part of the name. The neglectful Mexican or Castilian grieves him by omitting these precious articles (no pun). But among the latter lessons we find the articles jumbled. Whether used with adjuncts or not the following names should have been accompanied by the definite article: el Brasil, el Paraguay, el Uruguay, la Argentina, el Perú and el Ecuador.

RUTH HENRY

STATE NORMAL SCHOOL
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(a) **Spanish Fables in Verse.** Edited with introduction, notes and vocabulary by Elizabeth C. Ford and J. D. M. Ford. D. C. Heath & Company, New York, 1918. 12mo, xii+232 pp.

(b) **Fábulas y Cuentos. A Spanish Reader.** Edited by Clifford G. Allen. World Book Company, Yonkers, New York, 1918. 8mo, 180 pp.

Los libros de texto españoles publicados en los últimos meses merecen nuestra especial atención. Los autores y editores no se contentan ya con preparar gramáticas o coleccionar selecciones de autores famosos; persuadidos, quizás, de que hay ya bastantes libros de esta naturaleza, se lanzan a nuevos campos, y se esfuerzan por presentar al alumno textos especiales que correspondan a ciertas necesidades pedagógicas e intelectuales, que hoy dia se presentan en la enseñanza moderna de idiomas vivos.

Aparecieron primero los textos comerciales, los cuales además de tener por mira el comercio, facilitan el conocimiento de las naciones hispanas al estudiante. Llegaron después las piececitas dramáticas que tanto deleitan al estudiante y que se prestan admirablemente a ser base de conversación y a ser representadas; tenemos también textos que incluyen juegos, proverbios. adivinanzas y hasta música, y ahora llegan a nuestras manos dos nuevas publicaciones, Spanish Fables in Verse, y Fábulas y Cuentos, las cuales, por su aplicación especial, han de ser bien recibidas.

(a) Para los que nos ocupamos de la enseñanza del español, el nombre de Ford, cuando va estampado en la cubierta de un libro de texto, es ya una garantía de que el tal libro es el resultado de una cuidadosa selección de materia y una acertada y documentada preparación de la misma: Spanish Fables in Verse no es una excepción a esta regla. El profesor Ford y su hermana han preparado un librito muy aceptable, en el cual presentan algunas de las mejores fábulas de Iriarte, Samaniego, Hartzenbusch, Barroz Grez y Campoamor.

La introducción es concisa, clara y práctica, y ha de ser muy útil a los maestros que usen el libro, para el estudio adecuado de las fábulas y de la metrificación.

Los editores demuestran buen gusto en la selección de las fábulas, algunas de las cuales por ser universalmente conocidas ofrecerán una grata facilidad al estudiante extranjero; otras, por el contrario, aunque son completamente nuevas, despertarán interés en la mente del alumno por su narración amena y por la agudeza del pensamiento.

El fin de este librito, según lo indica el prefacio es, presentar algunos trozos de buena literatura para que o bien sean estos aprendidos de memoria. o bien sean usados como tema de conversación sirvan para hacer práctico el estudio del idioma español. Somos de opinión que se necesitaría una memoria altamente previlegiada para aprender de memoria fábulas del tipo que aparecen en las páginas 13, 22, 53, 57, 58, 59, 60.

Las tres fábulas de Hartzenbusch, nos resultan intrincadas, difíciles de recordar y hasta de narrar y de esos mismos inconvenientes adolecen las fábulas exquisitas y filosóficas llenas de delicada tristeza y de amargo pesimismo del chileno Barroz Grez.

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Es de deplorar el que los editores no hayan juzgado oportuno agrupar las fábulas por grado de dificultad. Al abrir el texto nos encontramos con una extensa fábula de difícil traducción y comprensión, y mucho más allá. la breve y conocidísima del busto; y aquella otra deleitosa y fácil de "y sonó la flauta por casualidad."

¿No hubiese sido más práctico presentar la materia en forma más manejable para el maestro, ofreciendo al mismo tiempo mayores alicientes al inexperto estudiante? El verso es siempre más difícil que la prosa, y por eso nos inclinamos a sostener que en un libro de poesías para el uso de las escuelas y colegios es de suma importancia, sea cual fuere su contenido, la gradación de las selecciones de manera que, tanto su vocabulario como su construcción ofrezcan sus dificultades mínimas al principio de la obra y que poco a poco, y casi inadvertidamente, vaya aumentando el grado de dificultad de la misma.

Como copilación de fábulas deleitosas e interesantes esta obrita será muy útil a aquellos maestros a los cuales les agrada enseñar usando el cuento y la moraleja en verso, como base de conversación y de trabajo para aprender de memoria. Claro está que será necesario alternar el libro con otros textos, porque una dosis exagerada de fábulas acabaría por entibiar el interés de los alumnos en el idioma.

(b) En este libro el Dr. Allen nos presenta una selecta colección de fábulas y de amenos cuentos en prosa. El libro se divide en cuatro partes: 1a—Fábulas de Esopo; 2a—Trozos Escogidos de Calila y Digna; 3a—Cuentos, y 4a—Selecciones de autores modernos. El Doctor Allen ha contado las fábulas en forma fácil, y apropiada para ser estudiadas y narradas en clase; y apartándose del original lo menos posible. Eso explica, sin duda, el repetido uso de construcciones arcáicas y poco felices en la primera parte del texto, tales como: soltar argumentos (pag, 1, 22); El perro, *teniendo* un pedazo de carne, pasaba el río (pag. 2, 8); rogó al ratón del campo que él *quisiese* ir a la ciudad (pag. 5, 8); *mucho rogado,* se fué con él (pag. 5, 9); cámara *honesta* (pag. 5, 11); huir cada uno por su *parte* (pag. 5, 22); *andando* a hurtar (pag. 15, 1); *diligentemente cazando* (pag. 17, 7); *soy* sin fuerza (pag. 17, 14); como muestra esta *figura* (pag. 20, 9); el caballo iba *entre si* gimiendo (pag. 23, 2); ¿qué haces aquí *estando?* (pag. 24, 7); ¿de qué *eres* tan gordo? (pag. 26, 4); no hay cosa *de que te debas temer* (pag. 26, 17); ¡que os pese! (pag. 41, 18).

También contiene el libro algunas palabras usadas incorrectamente, y voces anticuadas tales como: *turbar* el agua (pag. 1); *natura* del cuervo (pag. 23); *artera* (pag. 52); *soterremos* (pag. 53).

Es de esperar que en ediciones venideras se salven estos inconvenientes y se haga más fácil la construcción de algunos párrafos que ahora resultan pesados y de complicadísima construcción; porque esta obra, por su grata presentación, sus artísticas ilustraciones y especialmente por su contenido, será de especial utilidad puesto que es, indudablemente, un libro fácil, grato y atractivo.

CAROLINA MARCIAL DORADO

BRYN MAWR COLLEGE

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Zaragüeta, comedia en dos actos original de Miguel Ramos Carrión y Vital Aza, anotada por M. A. De Vitis. Ann Arbor, Mich. George Wahr, publisher, 1917.

This delightful little comedy by Carrión and Aza was first edited in this country in 1901 by Professor Howland, and was revised in 1915. Although there may still be room for a new edition of "Zaragüeta" the present edition has been so carelessly done that it leaves much to be desired. Professor Bonilla in a criticism of this edition[1] justly laments the pass to which we have come in the editing of Spanish texts. His criticism covered only the notes to the text, which he found replete with errors and humorous absurdities. Such unbecoming traits as error and bad taste are everywhere in evidence throughout the book and a frank statement of the case is due to teachers of Spanish.

A careful examination of the book leads one to believe that the editor borrowed lavishly from the first Howland edition, and played havoc with it. In his preface Mr. De Vitis says: "During the preparation of the notes and vocabulary for this comedy the editor read it with one class in university and three different classes in high school, so that this edition is suited for classes in the second semester college work or in the latter part of the second-year high-school work." Putting aside the false reasoning, let us see what the editor did, in part, in the preparation of his edition. He constructed a Prólogo carelessly written in English Spanish, wherein he startles us with the statement that Ramos Carrión (who died in 1915) "hoy continúa escribiendo para los teatros de Madrid." ! ! ! After such a shock we do not mind the statement that Vital Aza died in 1913, which is doubtless near enough, since the Spanish playwright died in December, 1912. Next, in preparation of his edition there can be no doubt that he utilized the unrevised Howland edition of 1901, apparently sending the printed text of the play to the printer. The pages of the De Vitis edition correspond almost exactly to those of the first Howland edition. Occasional difficulties were overcome by employing brackets to hold overflow lines, e. g.:

SAT. Veamos. [ridísimos e inolvidables tíos."

IND. *(Leyendo.)* "Madrid, 5 Septiembre. Mis que- (p. 8).

Mr. De Vitis, it is true, has followed the new system of accentuation, but he has otherwise followed his copy closely and included almost all its errors. besides adding many more. I have noticed the following errors which his text has *in common* with the Howland text: p. 9, l. 22 *pecunario* for *pecuniario* (both vocabularies have *pecuniario);* p. 14, l. 15 *desengañate* for *desengáñate;* p. 30, lines 3-4 *reconcimiento* for *reconocimiento;* p. 46, l. 32 *que dirás que* for *qué dirás que;* p. 49, l. 11 *y animate tú, mujer* for *y anímale tú, mujer;* p. 54, l. 7 *sin oirle* for *sin oírle;* p 62, l. 17 *Quién?* for *¿Quién?;* p. 63, l. 13 *¿á dónde?* for *¿a dónde?*. On page 8 we find *Septiembre,* and in the vocabulary, p. 148 *Setiembre,* just as in the first Howland edition. The vocabulary of the De Vitis edition contains the following errors and omissions which are to be found in each book: p. 124 *ajaja* for *ajajá* (both

[1] *Modern Language Journal,* Nov., 1918, pp. 86-88.

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texts have the correct form); p. 130 *corriente, m.* for *corriente, f.* (both texts have *las corrientes,* p. 20, l. 7); p. 134 *electroterapía* for *electroterapia* (both texts have the correct form); p. 135 the demonstrative pronouns are omitted; p. 139 *lejano* means "in the distance" (cf. p. 4, l. 25); p. 142 "neurastheny" for "neurasthenia"; p. 149 *su* also means "your"; p. 150 *terapeutico* for *terapéutico* (both texts have the correct form); p. 152 *vuestro* is omitted. In addition the book contains scores of errors of which no mention is made here.

The notes are, for the most part, dictionary equivalents given in Spanish (?) of certain words in the text which have been apparently chosen at random. One of the few phrases in "Zaragüeta" which really need annotation: *"Pues me luzco si llego a escurrirme un poquito más."* (p. 17, lines 25-26) is explained (?) in a meaningless Spanish phrase. Evidently the editor has attempted to translate the incorrect note in the first Howland edition. The notes, as a whole, are intended to give the learner drill in Spanish conversation. Inaccuracy and carelessness, however, are poor drill masters. What will the poor student do when he finds the word *fisiológico* (p. 58, l. 28) referred to in the notes as *fisiológio?*. Naturally he will turn to the vocabulary, and find—fisiólogo. On page 97 we are confidentially told that a *sordo* is *uno que puede oír.* Words like *¡Deliciosímas!* (p. 106) are truly so. One might be tempted to question the editor's seriousness, but not his carelessness. In all, the book contains over one hundred errors and omissions, and it is unfair to teachers and pupils alike to recommend such a work to them until a corrected and revised edition appears.

GEORGE IRVING DALE

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BIBLIOGRAPHY

[Owing to the change from four to six issues of HISPANIA per year our bibliographical section has undergone a few modifications. The bibliographies will appear somewhat irregularly, according as the books and periodicals are available. The February and November issues, however, will not contain bibliographies, and more space will be given to reviews.

The various bibliographical sections of HISPANIA are now classified as follows:

I. SCHOOL TEXTS, by Mr. Hatheway and Mr. Donlan.
II. PERIODICAL LITERATURE, by Professor Northup.
III. LITERATURA CONTEMPORÁNEA, by Professor de Onís.
IV. BIBLIOGRAPHICAL NOTES } by Professor Fitz-Gerald.]
V. GENERAL BIBLIOGRAPHY }

III. LITERATURA CONTEMPORÁNEA

Blasco Ibáñez (por Dios no digamos nunca Ibáñez que es como si en España al Presidente de Columbia University le llamasen el Sr. Murray) ha publicado una nueva novela inspirada en la gran guerra: *Mare Nostrum* (1918), novela de espías y submarinos, que se ha quedado bastante por debajo de *Los cuatro jinetes del Apocalipsis*. Hay en esta última novela algo que la eleva sobre la literatura de ocasión que la guerra está produciendo, y es el sentido profundo según el cual están contrapuestos el mundo americano y el europeo, el salto desde las pampas argentinas a los campos de batalla del Marne. Aun lo momentáneo que hay en la obra, las emociones y odios de la guerra, tiene tal importancia histórica y tal trascendencia humana que por haber sido capaz de expresarlo el libro está lo más lejos posible de ser un libro de ocasión. Es decir, que en mi opinión *Los cuatro jinetes del Apocalipsis* es un buen libro aunque haya logrado tan grande éxito.

Lo que no hay de justo en el éxito de Blasco Ibáñez en este país son los términos comparativos con que suele juzgársele, rebajando a otros escritores igualmente estimables. Un nombre no puede suplantar toda una literatura. Pío Baroja, un novelista de muy otro tipo, ha enriquecido con algunos nuevos volúmenes su ya copiosa obra. *Memorias de un hombre de acción* se titula una serie de novelas en las que el autor, de un modo impresionista y como cinematográfico, penetra en la vida tormentosa y pintoresca de la España de principios del siglo XIX y en el alma de la raza. Dos nuevos volúmenes, *La veleta de Gastizar* (1918) y *Los caudillos de 1830* (1918) continúan la interesante serie. Pío Baroja no sólo tiene el don de ver y de pintar sino que lleva en la cabeza una cierta filosofía: una filosofía morbosamente subjetiva, cínica y pesimista, pero a pesar de todo o por ello mismo bastante divertida. Esta filosofía anda errátil por sus novelas, y a veces se condensa en libros que no son narrativos. El

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humor y el desenfado, una fresca sinceridad cínica y un cierto lirismo dan a estos libros un carácter, que quizá no es del agrado de todo el mundo, pero que no deja de tener su encanto. *Nuevo tablado de Arlequín* (1917) y *Juventud, Egolatría* (1917) son obras de este tipo recientemente publicadas. Para formarse una idea de conjunto de este escritor y del desarrollo de su obra pueden servir sus *Páginas escogidas* (1918) publicadas por la casa Calleja en su notable serie de *Antologías*. Muchas de las antiguas novelas de Baroja han sido reimpresas el año pasado, lo cual prueba el creciente favor de que este autor goza entre el público: así *La busca* (1917), novela de la mala vida en Madrid; *La feria de los discretos* (1917), novela de Córdoba (traducida al inglés el mismo año); *Paradox, rey* (1917), novela fantástico-satírica; *El árbol de la ciencia* (1918), quizá la mejor obra del autor, al menos la que nos da mejor su concepción de la vida y de la humanidad.

Baroja es un novelista que a veces hace filosofía; Unamuno es un filósofo y ensayista que a veces hace novelas. Por esta razón la filosofía de Baroja tiene mucho de novelesca y las novelas de Unamuno mucho de filósóficas. Esto ocurre con su última novela *Abel Sánchez. Una historia de pasión* (1917), en la que la pasión que se analiza es la envidia, resucitando de modo original y moderno el tema eterno de Caín y Abel. Es una obra intensa y emocionante, que no iguala, sin embargo a sus obras de ensayos, una de las cuales, *El sentimiento trágico de la vida,* ha aparecido en excelente traducción francesa (1917).

Otros autores más jóvenes han publicado libros de carácter novelesco. Descuella entre ellos el libro de J. Moreno Villa, titulado *Evoluciones* (1918). Es este un libro extraño, sin unidad formal, compuesto de una serie de escritos diversos, y sin embargo de una evidente unidad de tono y de sabor personal. Una emoción a la vez medieval y ultramoderna constituye el encanto de este libro escrito en prosa y verso, refinado y ardiente, y que sin duda no podrá ser gustado por el lector vulgar.

Julio Camba es considerado como el mejor escritor humorístico entre los jóvenes. Sus artículos en la prensa son leídos con regocijo por el gran público español; muchos de esos artículos son pequeñas obras maestras de humorismo, más natural y menos grotesco que el de su paisano Taboada (ambos son gallegos, demostrando cuán errónea es la opinión vulgar que concede a los andaluces la exclusiva de la gracia). Artículos escogidos de Camba se han reunido a veces formando libros: notable es entre todos ellos el titulado *Alemania,* publicado en 1916, pero escrito antes de la guerra de 1914, libro en que el efecto cómico surge naturalmente del comentario ingenuo de un señorito español a la Alemania del Kaiser. Ultimamente los Estados Unidos han sido objeto de la apreciación humorística de Camba, en el libro *Un año en el otro mundo* (1917). Los naturales de todos los países suelen indignarse con este género de libros en los que para lograr el efecto cómico se fuerza a veces la realidad misma de las cosas; pero creo que en este libro hay por debajo de la burla una sincera admiración por este gran pueblo.

Nuevos libros escritos con motivo de la guerra ayudarían a conocer y a interpretar la verdadera actitud de España, de la España consciente y culta,

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hacia élla. Pueden añadirse a los citados en mi crónica anterior *Junto al volcán* (1917) por A. Alcalá Galiano; *Por Francia y por la libertad* (1917) por Alberto Insúa; *Tierras mártires* (1918) por E. Gómez Carrillo; *España durante la guerra* (1918) por Luis Bello.

La crítica sobre lo contemporáneo se va haciendo poco a poco; los nuevos valores van determinándose entre el apasionamiento de los críticos. La idea que nos formemos de la literatura contemporánea variará radicalmente según tomemos como guía al P. Eguía Ruiz S. J., o a Cansinos Assens. El primero es autor de un libro titulado *Literaturas y literatos* (1917) escrito con un criterio católico y tradicionalista que hace difícil la justa estimación de muchos de los mejores autores contemporáneos, enemigos del catolicismo y de la tradición, al menos, respecto de esta última, tal como la entiende el P. Eguía y otros de su laya. Con simpatía completa hacia las nuevas tendencias literarias está escrito el libro de Cansinos Assens titulado *La nueva literatura* (1917). Este sería un buen libro para quien quisiera enterarse de la literatura española de hoy si estuviera escrito con más concisión y sencillez, y si no diera por supuesto que el lector sabe de los autores estudiados tanto como sabe de ellos el público español. Para los americanos especialmente, que gustan—y yo les alabo el gusto—de la precisión y de la claridad y de las pocas palabras, este puede ser un libro irritante, a pesar de sus méritos. Mucho más irritante—y aquí con razón completa—serían los libros de A. González Blanco, farragoso escritor que inunda el mercado de obras de pseudo-crítica, escritas a vuela pluma, abarrotadas de citas impertinentes y de digresiones inútiles. De este tipo es su último libro *Los dramaturgos españoles contemporáneos* (1917). Indudable talento crítico y penetración de juicio hay en otro libro sobre el teatro contemporáneo de que es autor R. Pérez de Ayala, titulado *Las máscaras. Ensayos de crítica teatral* (1917); el libro ha de leerse, sin embargo, con cautela porque hay en él mucho de personal y de apasionado que arrastra al autor a juicios excesivos o injustos. El justo medio entre todos estos extremos puede encontrarse en el libro de Andrenio (E. Gómez de Baquero), *Novelas y novelistas* (1918), excelente libro lleno de mesura y de discreción, donde pueden encontrarse apreciaciones inteligentes y ponderadas acerca de la mayor parte de los novelistas contemporáneos (Galdós, Baroja, Valle-Inclán, Unamuno, Pérez de Ayala y E. Pardo Bazán).

Como esta reseña se hace larga dejaremos para otro día las publicaciones recientes en la poesía y el teatro.

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HISPANIA

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EL PRIMER CONGRESO INTERNACIONAL DE HISPANISTAS

En primeros de julio de 1914, cuando nadie pensaba en la inminencia de una guerra como la presente, lancé la idea de un Primer Congreso Internacional de Hispanistas. La necesidad de él, me pareció y sigue pareciéndome indiscutible. Cada día es mayor en todos los países civilizados—decía yo entonces para explicarla y convencer a las gentes—el número de los estudiosos que se dedican a investigar y esclarecer los hechos de la historia española en sus diferentes órdenes: político, social, literario, jurídico, artístico, etc.; y cada día, también, crece el número de los sociólogos, economistas y estadistas a quienes interesa de una manera simpática la observación y conocimiento de la España actual como factor en la obra común humana, presente y futura.

Ese interés ha crecido enormemente por causa de la guerra. Sus motivos circunstanciales los he expuesto en numerosos artículos publicados en periódicos de España y de América, que he reunido, sistematizándolos, en un libro reciente.[1] No creo útil, ni aun legítimo, repetir lo que con todo pormenor digo en otro lugar. Pero el hecho de haber aumentado considerablemente en muchos países del Antiguo y el Nuevo Mundo, el movimiento de atención hacia el idioma, la literatura, la historia, la vida económica y hasta el carácter y psicología del pueblo español, conviene acentuarlo, porque justifica más y más la necesidad y utilidad del Congreso de Hispanistas.

[1] *España y el programa americanista*, Madrid, 1917.

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Es curioso advertir que hasta hoy no se haya pensado en cosa semejante. Ni en asamblea especial, ni en sencilla reunión de compañeros de trabajo, se han juntado nunca quienes responden unánimes al apelativo de "hispanistas," cualquiera que sea el orden de la vida española a que dirijan sus estudios.

Suelen, ciertamente, encontrarse algunos en los Congresos internacionales de materia histórica, en que la de España es un elemento diminuto; pero están en ellos, no sólo en minoría, sino ahogados por la natural superioridad numérica de los cultivadores de otros asuntos.

Ciertamente, también, los Congresos Internacionales de Americanistas se pueden estimar en gran parte como Congresos de Historia española; pero ni ésta es la única en ellos ni sería exacto (tampoco conveniente), limitar nuestro campo histórico al sector colonial, con ser éste tan importante. Mucho menos habría exactitud ni conveniencia en limitar el hispanismo al órden histórico, por muy ampliamente que entendamos la palabra arrancándola de la limitación linguística y literaria a que propenden traerla los que, por su vocación y sus estudios, no ven más que esos aspectos en la vida espiritual de un país.

Creo, por el contrario, que conviene concentrar y enlazar eficazmente todos los aspectos según los cuales interesa hoy España a gran número de naciones: unas, totalmente extranjeras; otras que comparten con nosotros el idioma y la formación troncal. Es innecesario decir que los distintos órdenes de vida y actividad de un pueblo, por muy apartados que parezcan y por muy grande que necesite ser la especialización que su estudio requiere, están profundamente ligados entre sí en el fondo común psicológico y geográfico de que proceden. En acercarlos y hacerlos servirse mutuamente, hay provecho para todos. Lo peor en esto, como en las demás cosas de la vida humana. es el exclusivismo, que estiriliza muchos esfuerzos, recortándoles el horizonte.

Nada se opone, claro es, a que, dentro de esta concentración de materias al rededor del nombre y de la realidad de España, se diferencien Secciones del Congreso aludido, en cada una de las cuales se agrupen los especialistas respectivos.

Pero la idea que yo tenía de ese Congreso en 1914, necesita hoy algunas rectificaciones. Pensaba yo entonces que podría reunirse con motivo de las proyectadas fiestas cervantinas de 1916. El estallido de la guerra hizo imposible esa fecha realmente insustituible en cir-

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cunstancias normales. Ahora, no cabe proyectar nada sino para después de la paz; pero tarde más o menos ese momento, hay que convenir en que es preciso ir preparando la opinión para que la asamblea de hispanistas se verifique. Por eso no he creido inoportuno hablar ahora de ella.

La segunda rectificación a mi plan de 1914 consiste en el título del Congreso. No me cabe la menor duda de que, aún después de la paz, y durante algunos años (quizá muchos), ningún Congreso podrá ser internacional, mejor dicho, *universal.* A menos que en Alemania se produzca y arraigue una revolución que aniquile el militarismo y el autocratismo prusianos y salve la parte generosa y humana del alma colectiva, los hispanistas de los países aliados no podrán convivir con los de los imperios centrales mientras duren los legítimos resquemores que la guerra levantó y que la mayoría de los intelectuales alemanes no ha tenido siquiera la previsión egoista de evitar, pensando en el futuro. Y aunque España sea una nación neutral, nadie podría aquí, sin seguro fracaso, convocar y hacerse la ilusión de reunir en una misma asamblea a los historiadores, a los americanistas, a los economistas, etc., de todos los países que han luchado a mano armada. Si alguien alimenta en España esa ilusión, hay que estimarlo de una candidez paradisiaca.

Y no se me arguya que yo he opinado de distinto modo en un libro sobre la guerra. Lo que allí dije es muy distinto de lo que escribo ahora. Defendí entonces la perpetuidad de la civilización, contra los pesimistas que veían en la guerra presente la catástrofe irremisible de la vieja Europa, la pérdida para siempre de los progresos alcanzados mediante esfuerzos seculares o, cuando menos, de la cooperación universal para el mantenimiento y desarrollo de las ventajas civilizadoras logradas hasta hoy por la humanidad. A ese próposito dije que las necesidades humanas son más fuertes que las pasiones y que la voluntad de los individuos, y que aun en el caso de permanecer estos, por más ó menos tiempo, en hosca incomunicación social, las ideas y las invenciones científicas seguirán salvando las fronteras y sirviendo para todos, aparte la vida propia que las diferentes actividades civilizadoras han logrado ya en los más de los pueblos. Pero esa cooperación espontánea, difusa y latente—analoga a la que señalan los economistas en la esfera de actividad que estudian, a diferencia de la cooperación reflexiva que produce entidades sociales bien definidas—es muy otra cosa que la convivencia

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personal que por mucho tiempo todavía, será imposible a los hombres de las naciones beligerantes, y que, cuando menos, evitarán mientras puedan, movidos por invencible repugnancia.

Los Congresos de Hispanistas, pues, tienen que comenzar por una asamblea en que se congreguen solamente los cultivadores de los estudios que dicen relación a nuestra patria y sean ciudadanos de Francia, Italia, Inglaterra, Portugal, Belgica, Grecia, Servia, Suiza, quizá Rusia, las naciones neutrales del Norte de Europa, Japón y toda América. No se me dirá que son pocos. Recibir a los demás, sería tanto como privarse de la presencia de éstos; y en la alternativa, la elección de todo buen español, aunque no sea aliadófilo no es dudosa.

A mi juicio, los trabajos de ese Congreso deberían consistir en:

1º. Proposiciones concernientes a la organización de trabajos eruditos colectivos, a la formación de grupos internacionales de especialistas y a la de centros también internacionales de investigaciones y bibliografía hispanista.

2º. Proposiciones relativas al establecimiento de bibliotecas hispanistas y de depósitos de venta de libros españoles modernos, en todos los países del mundo donde existan corrientes o motivos de interés hacia España.

3º. Discusión de temas referentes a las relaciones económicas, jurídicas, docentes, etc., entre España y las naciones representadas en el Congreso.

4º. Lectura de resúmenes en que cada representación nacional, por medio de uno o varios de sus individuos, exponga los resultados a que en su país llegan actualmente los estudios hispanistas y la cooperación que principalmente requieren de los investigadores españoles.

5º. Proposiciones relativas especialmente a intercambio de profesores y de publicaciones entre los centros e instituciones docentes de las naciones que acudan al Congreso.

6º. Fijación de los puntos de historia y actualidad hispanista que, por su desconocimiento o lagunas de que adolecen, exijan un esfuerzo mayor colectivo para esclarecerlos.

A estos seis números podrían añadirse muchos otros que la comisión organizadora determinaría. Lo que yo quisiera evitar, hasta donde sea posible, es, de una parte, las discusiones doctrinales, que no tienen utilidad alguna y solo sirven para el desarrollo de la vanidad

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oratoria, que no es fruto exclusivo de España; y de otra, las lecturas de esas comunicaciones que nadie o muy pocos oyen y de las cuales se entera uno mucho mejor al tener las impresas en los tomos de Actas y Trabajos.

En cambio, conviene llamar la atención de modo especialísimo acerca de los estudios comparados, en que la cooperación internacional es insustituible. Todo el mundo sabe que muchos puntos de la historia política, jurídica, económica, etc., así como otros relativos a instituciones, legislación, movimientos sociales y demás fenómenos sociales de los tiempos presentes, no se explican bien en ningun país sino a la luz de lo que en igual materia se ha producido o se produce en otros vecinos.

Para la investigación de todas estas compenetraciones y relaciones internacionales, un congreso como el que propongo sería de resultados grandísimos, en cuanto fuese ocasión para establecer aquellas cooperaciones de trabajos que, repartiendo bien las diferentes operaciones necesarias y concertándolas, diesen un resultado lo más completo y rápido posible.

También llamo la atención hacia los asuntos de propiedad intelectual y de traducciones, lecturas, representaciones y audiciones de obras literarias y artísticas. Acerca de todo esto, hay mucho que hacer todavía y que a todos conviene. Los hispanistas de corazón podrían cooperar eficacísimamente, en sus respectivos países, para la adopción de medios que originarían una difusión segura y rápida de las producciones intelectuales de que son admiradores y que aún desconocen millones de gentes.

¿A que seguir? El campo es tan vasto, que seguramente de todas partes, a poco que se comenzara la preparación del Congreso, vendrían sujestiones utilísimas.

Esa preparación puede hacerse sin prisas, pero sin abandono, apoyándola en la base de las instituciones que ya existen en algunas naciones v. gr. el "Instituto de estudios hispánicos" de París; la "Hispanic Society" de Nueva York, las revistas hispanistas de varios países, etc., y desde luego, las Academias, Ateneos y Sociedades históricas, económicas, geográficas, etc., creadas en los países de habla española por los nacionales y por los emigrantes.

La idea está lanzada. Si fructifica, yo seré un modesto obrero de ella, resuelto a trabajar porque en España encuentre la acogida que nuestro propio interés aconseja.

Rafael Altamira

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A COURSE OF STUDY IN SPANISH FOR HIGH SCHOOLS

The outline of work in Spanish herewith presented is designed for the grades of the public school system known technically as 9B and 9A, 10B and 10A, 11B and 11A, 12B and 12A, or in other words, the first, second, third, and fourth years of high school work, each half-year being considered a grade. It is designed to take the place of a course drawn up by the writer about a dozen years ago and embracing the work of only two years—a course still in effect in the public schools of Chicago.

About a year ago the writer was requested by Mr. Shoop, then superintendent of schools, to draw up a more modern and extensive course of study, but being a normal extension teacher, he asked permission to commandeer the services of the regular class-room high school teachers.

Permission was given and various meetings were held. A report was finally formulated and turned over to Mr. Shoop. Ill health and the subsequent death of Mr. Shoop delayed the presentation of the report for adoption by the Board of Education. Certain legal entanglements as to the validity of tenure of the sitting board further complicated matters. The study of Spanish thus stopped at 11B (first half of third year) for the sufficient reason that there were no outlines of study authorized by the board.

In the meanwhile the business world has been clamorous for more Spanish, especially for commercial purposes. The prospects are strong that the course here given will be adopted in Chicago substantially as set forth. At any rate it might serve to show the result of a concientious attempt on the part of Chicago teachers to produce an adequate and up-to-date curriculum.

Preliminary

"The course of study embraces the work of four years in the high schools which are distinguished as 9B and 9A (first year), 10B and 10A (second year), 11B and 11A (third year) and 12B and 12A (fourth year).

"The work of the first two years is devoted to the acquisition of the language as a working tool. At the end of this period the pupil

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ought to have mastered the fundamental grammatical structure of the language, to have acquired a considerable vocabulary of useful words, to be able to combine such knowledge in reasonably correct and fluent Spanish oral and written, and to understand the spoken language within the limits of his vocabulary.

"Beginning with the third year (11B) the work is divided into the Literary Course and the Commercial Course. The former is designed to prepare the student for further study at the university or at home. The Commercial Course is designed to prepare the student for business connected with Spanish America or wherever Spanish is the native language. It is believed that the latter course, embracing as it does a survey of the economic, social, and business conditions of Spanish America, combined with a similar study of existing conditions in the United States, would be extremely valuable for young Americans contemplating engaging in business in Spanish America.

"The outlines of the first two years of work are to be considered as a minimum, the instructor being at liberty to do as much more work as circumstances admit. The class is expected to be familiar with the ground covered in the required text-books, but the reading matter may be determined from the supplementary list, provided the amount is as much as is set forth in the outline. The amount of work accomplished in the third and fourth years will necessarily depend on the conditions in each school, but the character of the work should be as outlined.

FIRST SEMESTER (9B)

Grammar: About one-third of lessons in required text-book.

Oral Work: Common phrases connected with class-room work. Conversation based on vocabulary and grammatical principles so far acquired.

Written Work: Exercises in grammar and dictation similar to but slightly different from the text.

Reading: At least 25 pages of Spanish.

SECOND SEMESTER (9A)

Grammar: About two-thirds of lessons in required text-book.

Oral Work: Continued as above, with attention to both Castilian and Spanish-American pronunciation.

Written Work: Continued as above. Theory and practice of Spanish accentuation.

Reading: At least 25 pages of Spanish.

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THIRD SEMESTER (10B)

Grammar: Text-book completed.

Oral Work: Continued as above. Interpretive reading. Conversation based on composition work.

Written Work: Continued as above. Simple letter writing. About one-half of text-book on composition.

Reading: At least 75 pages of Spanish.

FOURTH SEMESTER (10A)

Grammar: Review of important points. Practice in the use of index and table of contents of text-book to enable a pupil to look up a point quickly and accurately. Sight translation in class, with instructor's guidance and assistance, as an exercise in rapid and accurate thinking.

Oral work: Continued as above. Occasional summary of current events.

Written work: Continued as above. Answers to advertisements. Text-book on composition completed.

Reading: At least 75 pages of Spanish.

LITERARY COURSE

FIFTH AND SIXTH SEMESTERS (11B AND 11A)

Study of modern Spanish short article, essay, novel, drama, poem, with careful attention to idioms and constructions, comparing corresponding English syntax. Reports, summaries, and discussions on articles read. Current events. Much attention to correct and fluent conversation. At least 400 pages of Spanish to be read during the year. One-half of the text-book on composition should be covered during the year.

SEVENTH AND EIGHTH SEMESTERS (12B AND 12A)

Study of good specimens of Spanish literature as literature. Essays and oral discussions on the writer's art, main and subordinate incidents, chief and minor characters, development of plot, etc. Character and achievements of such historical characters as Balboa, Cortés, Pizarro, Bolivar, San Martin, Porfirio Diaz. At least 400 pages of Spanish to be read during the year. Text-book on composition completed.

COMMERCIAL COURSE

FIFTH AND SIXTH SEMESTERS (11B AND 11A)

Readings illustrating the daily life, customs, habits, and conditions of the Spanish-American peoples. Essays, summaries, and discussions (in Spanish) on matters read. Much attention to fluent conversation. At least 400 pages to be read during the year.

Commercial correspondence: Letters of inquiry and announcements, ordering goods, instructions to shippers and consignees. Exercises on and variations of model letters illustrating these points. First half of text-book on commercial correspondence to be covered during the year.

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SEVENTH AND EIGHTH SEMESTERS (12B AND 12A)

Readings on the natural resources and physical conditions of Spanish America, commerce, markets, opportunities for business, transportation routes and facilities, agricultural and industrial products. Included therewith may be readings on such scientific subjects as electricity, chemistry, physics, railroads, automobiles, aviation, etc. Reports, essays, summaries, and discussions in Spanish on topics covered. Much attention to fluent conversation. At least 400 pages of Spanish to be read during the year.

Commercial correspondence: Broker's services, claims, collections, statements, invoices, bills of lading, promissory notes, drafts, letters of exchange, partnership, power of attorney. Exercises on and variations of model letters. Text-book on commercial correspondence to be completed during the year.

It will be noticed by the experienced teacher that the course is rigid in certain parts, but with sufficient elasticity to encourage individualism in methods of presentation on the part of the teacher. The advocate of the so-called "natural," "direct" or otherwise designated methods may ride his pet hobby, provided certain fundamental linguistic facts are duly mastered by the class. The strict grammarian may bear down on the grindstone as hard as he likes, provided the requirements of oral work are fulfilled.

In 9A, or second semester, it will be noted that both Castilian and Spanish-American pronunciations are to be studied. One advantage of this procedure is that the student may elect to talk "like a book" or like other human beings in Spanish America.

In 10A stress is laid on acquisition of facility to use a text-book to hunt up novel points. In sight translation all sloppy guess-work is severely frowned on, but the instructor is encouraged to use unseen translation work, in class and within the scope of the student's already acquired vocabulary, insisting on accurate and idiomatic translation, and assisting only where the combined wisdom of the class is unable to elucidate a passage.

At the beginning of the third year, or 11B, the course splits into two parts: the literary or college preparatory or general-culture course, and the commercial course.

The literary course is not especially noteworthy unless for the introduction of some modern Spanish-American history, a subject that deserves much attention at the present time and on which the average American is woefully ignorant. The attempt to awaken in the student an appreciation of literary values, to analyze the literary craftsmanship of a writer, may be novel and difficult for teachers not

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familiar with that sort of work, but the effort is worth while and ought to be productive of keener understanding of literature.

The commercial course is frankly modernistic and practical. The first half is devoted to a study of the people of Spanish America, and the second half to a study of the country itself. Concurrent therewith runs a course in accepted methods of business which, it is believed, will give the diligent and ambitious youth a good start in Spanish-American business affairs.

Surveying the course as a whole, it will be noted that an attempt is made to raise the study of Spanish to the level of the study of Latin and Greek as usually pursued in colleges and preparatory schools. No attempt is made to teach the child to rattle off a lot of conventional phrases or to give a fictitious facility in commonplace conversation. Oral work is insisted on, but it must be pedagogically placed where in the curriculum it belongs and in strict sequence of principles of language already assimilated. In fact, the course strives to give that seriousness, concentration of mind, exercise in logical thinking, reason and inference commonly associated with the best teaching of the classical languages.

Without undertaking to discuss the relative cultural values of modern languages versus the ancient languages, it is safe to say that now there are, or in the immediate future there will be, a hundred students of Spanish to one of Latin and Greek in the United States. Most students take up Spanish with a definite, practical aim. The problem is to encourage and satisfy this commendable aim while at the same time supplying that mental discipline in logic, reason, and inference that goes with the best language teaching. In addition to high pedagogic attainments, natural inborn teaching ability and thorough mastery of the language—requirements indispensable for both modern and ancient language teaching—the Spanish teacher should be a man of the world, familiar with both the literary phenomena and the social, economic, and political manifestations of both his own country and of the country whose language he is teaching. He must be at once, so far as is possible, both a student and a man of affairs. Indeed, Spanish teachers have a great mission before them in this country, and their field of labor is preëminently in the ninth, tenth, eleventh, and twelfth grades of the American public school system.

E. L. C. MORSE

CHICAGO, ILL.

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THE LOCAL CHAPTERS

The American Association of Teachers of Spanish has been now firmly established as one of the powerful modern language associations of our country. We started in December, 1917, with a membership of 400, and now we have passed the 800 mark. In the near future we shall number a round 1,000. The American teachers of Spanish are in earnest in their great work. Our task is to better the teaching of Spanish, to properly guide Spanish instruction in our land. The enthusiasm of our Spanish teachers is manifested in the excellent material continually received for publication in HISPANIA, in the gradual increase in our membership, and, above all, in the establishment of the local chapters announced in the May number of our journal. The following activities are recently reported from these local chapters:

NEW YORK CHAPTER

The New York chapter of the American Association of Teachers of Spanish held its last regular meeting of the year in May, when it was addressed by Mr. Julio Mercado concerning "La República de Colombia." It has always been the custom of this chapter to divide its session into two parts. In the first, one or more speakers address the members in Spanish on some topic of interest not immediately associated with teaching or its problems. The presence in New York of a large Spanish-American colony has made this custom relatively easy to pursue.

The important thing at the business part of the May meeting was the election of officers. The following were chosen: President, Dr. Alfred Coester; vice-president, Mr. Julio Mercado; secretary-treasurer, Miss Gracia L. Fernández; corresponding secretary, Mr. Abraham Kroll. After the election a motion was made and enthusiastically carried that a banquet be held at some place to be selected by a committee. About sixty members attended the banquet on June 14. The meeting next discussed plans for the annual contest in Spanish.

Even before the organization of the national association a contest in Spanish for the pupils in the schools was a feature of the

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activity of the New York chapter. Prizes have been offered in two classes: in Class A for pupils who have completed three or more years' study of Spanish; in Class B for pupils who have had not more than two years' study. Contestants in Class A write an original composition. From the compositions presented, six are selected and returned to their writers to be committed to memory and publicly declaimed. Pupils competing in Class B take an examination in which 50 per cent of the credit is given to the written reproduction in Spanish of a ten-minute discourse in Spanish. By this means it is hoped to stimulate greater use of Spanish in the classroom, and the written reproduction of connected discourse.

During the coming year the chapter hopes to accomplish two things; one to make its meetings of such inspirational value that the average attendance of sixty will be greatly increased, and the other to discuss and devise means of rendering the study of Spanish attractive to the pupils in the high schools.

THE WASHINGTON CHAPTER

Permanent organization of a Washington Chapter of the American Association of Teachers of Spanish was effected on May 2, at a meeting at George Washington University. The following officers were elected: President, Henry Grattan Doyle, Assistant Professor of Romance Languages, George Washington University; vice-president, René Samson, in charge of modern languages in the high schools of the District of Columbia; secretary, Miss Ruth Willson, of the Military Intelligence Bureau, War Department; treasurer, Miss Mary B. Crans, teacher of Spanish, Central High School. The committee on constitution consisted of Mr. Cecil Knight Jones of the Library of Congress, Miss Mary B. Crans, and Miss Ruth Willson. The nominating committee was headed by Dr. Guillermo A. Sherwell of the International High Commission, past president of the New York Chapter of the Association, who was instrumental in establishing the local chapter. After the meeting Mr. Juan B. Saldaña gave a delightful reading from the works of several Mexican poets—Gutiérrez Nájera, Acuña, etc. Previous meetings had been addressed by Dr. Sherwell and Sr. Cayetano Serrano of the Mexican Embassy. The new organization starts off with a membership of about twenty-five teachers of Spanish and friends of Hispanic culture.

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THE NORTHERN CALIFORNIA CHAPTER

The Northern California Chapter, which held its organization meeting in San Francisco on March 1st of this year, held its second meeting in Berkeley on the 9th of July. Dr. M. W. Graham of the University of California, the secretary of the local chapter, acted as chairman, Professor Schevill, the president, being then in Spain. The speakers were Professor Charles P. Wagner of the University of Michigan, who delivered a most interesting lecture on the various methods called "direct methods," and the various fallacies of methods and names; Dr. Alfred Coester, the secretary-treasurer of the National Association, who spoke about the history of the organization of the National Association and the reason for its existence; Professor Aurelio M. Espinosa of Stanford University, and Professor Carlos Bransby of the University of California. Fifteen new members enrolled. The membership of the Northern California Chapter now consists of some fifty members.

THE LOS ANGELES CHAPTER

A special meeting of the Los Angeles Chapter of the American Association of Teachers of Spanish was held on Wednesday, July 16th, at 2:30 p. m., in the Auditorium of the University of Southern California. Mr. George W. H. Shield, the president of the chapter, called the meeting to order and, after a few general remarks, introduced Miss C. Marcial Dorado, who spoke in Spanish on the subject, "La Evolución de la Mujer Española." The other speaker on the program was Mr. Lawrence A. Wilkins, who took as his topic "The New Spirit Among Teachers of Spanish." After quickly tracing the rapid and steady growth of the study of Spanish during the last decade, the speaker made all the teachers present realize their great responsibility not only in giving to every pupil a knowledge of the language, life, and customs of Spain and Spanish-America, but also a true idea of what loyalty to the United States means in this new era of international democracy. Before closing his remarks, Mr. Wilkins brought greetings and good wishes from the National Association and the New York Chapter to the members of the Los Angeles Chapter of the organization.

After the program was concluded the general spirit of coöperation and good feeling among the teachers of Spanish was manifested in the greeting of new and old friends.

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THE NEW MEXICO CHAPTER.

New Mexico, with its large Spanish-speaking population and a great center of Spanish interest, has organized a local chapter. On July 2 and 3 all friends of Spanish met in Las Vegas, pursuant to a call issued by Governor Larrazolo. The greatest enthusiasm prevailed at the meetings. Governor Larrazolo, Professor Fitz-Gerald of the University of Illinois, and Mrs. Alexia Coronel of Ratón, were among the speakers. A constitution was adopted, and the following officers were elected for 1919:

President, Atanasio Montoya of Albuquerque; first vice-president. Antonio Lucero of Las Vegas; secretary-treasurer, Dr. Frank H. Roberts of the Las Vegas Normal School. Governor O. A. Larrazolo and Mr. R. E. Twitchell were elected honorary presidents. The New Mexico Chapter begins with a membership of forty.

THE NORTHWEST CHAPTER

The sixth local chapter of the *American Association of Teachers of Spanish*, and the most recent one to be organized is the Northwest Chapter, established on July 12, at a meeting held in Denny Hall, University of Washington, Seattle, Wash. Addresses were given by Professor Frein of the University of Washington, Professor Jones of Pomona College, Señor Máximo F. Conde of Seattle Pacific College, and a letter of greeting from Mr. Wilkins, the president of the National Association was read. A constitution was adopted, modeled after that of the New York Chapter, and Professor George W. Umphrey of the University of Washington was unanimously elected president of the chapter for 1919. A nominating committee was then appointed to submit names for the other officers, and the first Saturday in November was chosen as the date for the next meeting.

The Northwest Chapter begins with a membership of thirty. The organization of this chapter completes the organization and union of the Pacific Coast teachers of Spanish. The Los Angeles, Northern California, and Northwest Chapters now unite in common effort to support the purposes and policies of the American Association of Teachers of Spanish.

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CONSTITUTION OF NEW YORK CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH

[So many of the organizers of new chapters of the Association have requested the secretary for a copy of this constitution that it is here printed for the guidance of others.]

ARTICLE I. *Name.*

The name of this Association shall be THE NEW YORK CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH.

ARTICLE II. *Purpose.*

The purpose of this Chapter shall be the one expressed in the Constitution of The American Association of Teachers of Spanish.

ARTICE III. *Officers.*

SECTION 1. The officers of this Chapter shall be: (1) President, (2) Vice-President, (3) Secretary-Treasurer, (4) Corresponding Secretary.

SEC. 2. The terms of office shall be one year, respectively, or until the election of their successors. The election of these Officers shall take place at the regular meeting held the first Saturday in May. The installation of these Officers shall take place at the first regular meeting of the Chapter held in October.

SEC. 3. Whenever there is a vacancy in any office of this Chapter, such vacancy shall be announced at the next regular meeting of the Chapter and filled by a Special Election held at the regular meeting of the Chapter next following said announcement.

SEC. 4. Officers shall be nominated by a Nominating Committee, who will submit the names of two candidates for each office. Additional nominations can be made and seconded from the floor. This committee shall consist of six members.

ARTICLE IV. *Duties of Officers.*

SECTION 1. The President shall be the Chief Executive Officer of the Chapter. He shall preside at all meetings of the Chapter and shall have supervision and control of the affairs of the Chapter, sub-

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ject to the supervision of the Executive Committee, and shall exercise such other powers as may from time to time be conferred on him by the Executive Committee.

SEC. 2. The Vice-President shall exercise the duties of the President in the absence of that officer.

SEC. 3. The Secretary-Treasurer shall keep a roll of the members of the Chapter, and shall preserve the minutes of its meetings. He shall send notices to each member of the date of the next regular meeting. He shall keep a detailed account of all moneys received and disbursed by him, which account he shall present to the members of the Chapter at each regular meeting. In the absence of the President and the Vice-President he shall take charge of the meeting.

SEC. 4. The Corresponding Secretary shall take charge of the Publicity Bureau of the Chapter and of the correspondence of the Chapter. In the absence of the other officers of the Chapter he shall preside at the meeting.

SEC. 5. These officers shall constitute an Executive Committee. The Executive Committee shall have charge of all business of the Chapter that may arise between regular meetings of the Chapter. They shall present their report at the regular meetings. They shall provide for a time, place, and program for each meeting. They shall pass upon the accounts of the Secretary-Treasurer, and shall pass upon all disbursements to be made by the Chapter and authorize, by a three-quarter vote in regular meeting assembled, the Secretary-Treasurer to make such disbursements. They shall hold at least one regular meeting before each regular meeting of the Chapter.

ARTICLE V. *Membership.*

The qualifications for Membership and Honorary Membership shall be those expressed in the Constitution of The American Association of Teachers of Spanish.

ARTICLE VI. *Dues.*

Any member in good standing in The American Association of Teachers of Spanish may become a member of the Local Chapter.

ARTICLE VII. *Meetings.*

Regular meetings of the Chapter shall be held on the first Saturday of October, November, January, February, April, and May in

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each year at a time and place to be fixed by the Executive Committee. The Chapter may, at any regular meeting, decide upon an extraordinary meeting, at a time other than herein provided.

ARTICLE VIII. *Quorum.*

A quorum shall consist of one-third the regular members of the Chapter.

ARTICLE IX. *Amendments to Constitution.*

This Constitution is subject to amendment by a two-thirds vote of the regular members present at any regular meeting under the following procedure: Proposed amendment shall be placed in the hands of the Secretary-Treasurer in writing, and shall be presented by him to the Executive Committee at its next regular meeting, and presented by the Committee to be voted upon by the regular members of the Chapter at the next regular meeting.

BY-LAWS.

A. The President shall appoint a Nominating Committee at least four (4) weeks prior to the date of the elections as provided in the Constitution and shall designate the Chairman thereof. The Chairman shall have a vote only in case of a tie. This Chairman shall report directly to the Chairman of the Election Committee, as hereinafter provided, the decision of the Nominating Committee at a date not later than one (1) week preceding the date of the elections.

B. The President shall appoint an Election Committee of three members, a Chairman and two tallies, who shall (1) prepare the ballots with the names of the candidates as reported by the Nominating Committee, (2) conduct the election, and (3) count the vote. The Election Committee shall report the results at the same session at which the elections are held. The President may declare a recess during the count or he may continue with the regular order of business.

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REVIEWS

Easy Spanish Plays by Ruth Henry, State Normal School, Los Angeles. Allyn & Bacon, New York, 1917. viii+84 pp. $.65.

El librito que nos ocupa, consta de 47 páginas de texto español: 8 juguetes cómicos y bromas en acción, unos tomados del alemán y del inglés y otros, al parecer, originales (la autora hubiera debido ser más explícita en este particular mencionando los "plays" que ha refundido o adaptado, pues sólo se confiesa el título del original alemán de uno de ellos); 4 páginas de notas explicativas de dicho texto; 10 páginas, escritas en inglés, con valiosas "Hints on Spanish Club Work and Games"; 4 páginas donde se dan los equivalentes castellanos de los "Parliamentary Terms for Spanish Clubs", y 18 páginas de vocabulario español-inglés. 83 páginas en total.

Aplaudamos de antemano a la autora por el plan de su obrita, por el interés que muestra en los trabajos de las sociedades escolares, las cuales son tan importantes para estimular la curiosidad y el deseo de aprender de los muchachos, despegándolos un poco de la rutina académica. Nosotros hemos tenido ocasión de comprobar prácticamente la saludable influencia ejercida por organizaciones de esta naturaleza. Aplaudámosla también por la oportunidad de preparar un librito como el presente para el que había un hueco, y no pequeño, en el mercado. Pero, confesemos por otra parte, que estas llamadas "comedias fáciles" han resultado un poquito "difíciles" al tratar de ponerlas en buen castellano.

Hacer una clasificación sistemática de los errores, sería demasiado prolijo. Se abusa de los pronombres personales: *"Yo vivo"*, *"Yo no sirvo"*, *"Yo veo"*, etc.; de los *"Pero"*, *"Pues"*, *"Y"*, *"Conque"*, etc., al principio de oración; de los *"con placer"*, *"con gran placer"*, *"la contestaré con placer"*, que deben ser *con gusto, con mucho gusto,* etc. Se usan interjecciones que no existen en castellano, como *"¡Ehem!"*, *"¡E-hem!"*, *"¡Ejem!"*, *"¡Eehe-m-m!"*, que deben ser en todo caso *¡Eh!*; *"¡Chit!"*, que debe ser *¡Chito!* o *¡Chitón!*; *"Ah-h-h"*, *"¡Aha!"*, que deben ser *¡Ah . . . !* o *Ajá!*. Se escriben con mayúscula *"Tía"* y *"Profesor"* en medio de la oración y en cambio se escriben con minúscula *"dios"* en *Por Dios* y *"santa"* y *"santísima"* en expresiones como la *Santa Virgen* y *María Santísima*. Se abusa de las mayúsculas en los títulos: *"Uno de Ellos Debe Casarse"*, *"En Un Acto"*, etc., pasando por alto la regla de que sólo se escriben con mayúscula los nombres y adjetivos, y eso si los títulos no son demasiado largos.

La puntuación es verdaderamente anárquica. En cada página pudieran señalarse casos en que sobran comas, y otros también en que hacen falta algunas para dar sentido a la oración. Se observa una gran economía en el empleo de los signos de admiración y de interrogación, tan indispensables en un diálogo, p. ej. ". . . *quiere hacer el favor de bajar ese revólver* . . .", **pág. 29, C4.** Algunos signos finales de admiración se usan como iniciales, **pág. 18, S4; A1,** y hay también casos en que faltan los iniciales de interro-

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gación, **pág. 32, P2; P3,** y de admiración, **pág. 41, M5.** Se sustituyen indebidamente el punto final o los puntos suspensivos por guiones, p. ej. ". . . *tal vez le haya oído hablar de mí—soy Luis Aguilar.*", **pág. 9, L3;** *"Oh—ah—he pensado naturalmente que cuando—que cuando su ama . . .*", **pág. 10, L5.** Este error se repite en casi todas las páginas del texto.

Pasando por alto "errores de menor cuantía", que serían "de mayor cuantía" si el libro fuese de calidad aceptable, vamos a permitirnos indicar a continuación algunas faltas que saltan a la vista. Respetando la opinión ajena y sin pecar de exagerado purismo, creemos que de los cambios que se sugieren, unos, la mayor parte, son absolutamente necesarios; otros, los menos, son muy convenientes, lo que equivale a decir que son también "necesarios" en un texto editado con fines pedagógicos. En vez de esquivar estos puntos "dudosos", que es lo que a diario se hace en las consabidas reseñas apologéticas, nuestra opinión es que todos tenemos la obligación moral de dar ingenuamente nuestro parecer acerca de tan importante materia. De esta manera se hará un buen servicio a la enseñanza del español en los Estados Unidos.

Como las líneas del texto no están numeradas, indicamos la pág. seguida de las iniciales de los personajes con un exponente. Las citas del texto van entre comillas en letra bastardilla, las correcciones en bastardilla con los equivalentes entre paréntesis, y las observaciones en tipo corriente.

TEXTO

Pág. vii—

"Episodio de un Dormitorio" Debe ser: *Episodio en un Dormitorio (Residencia de Estudiantes).*

Pág. 1—

"La escena pasa en el despacho" Debe ser: *La escena representa el despacho* o *La acción (se desarrolla) en el despacho.* Creemos que la expresión *"la escena pasa"*, que alguna que otra vez se encuentra en las obras dramáticas españolas, es un galicismo, "la scène se passe", poco plausible por razones de pura lógica. Se debe usar "escena" en el sentido de "decoración", "lugar", no de "acción". P. ej. "La escena representa una hermosa huerta", Benavente, "Al Natural", Acto II.; "La escena está sola", Quintero, "Doña Clarines", Acto I.; "La escena, dividida", Ramos Carrión, "La Muela del Juicio". Casi siempre encontramos la expresión criticada en un autor compenetrado con las cosas francesas, como Larra: "La escena se figura pasar en Madrid", "Partir a Tiempo".

D1. *"¡Alguién!"* Debe ser: *¡Alguien!* El mismo error en pág. 13, L1.

Pág. 2—

D6. *"No hay para que"* Debe ser: *No hay para qué.*

C6. *"decirme a mí que deba andar a pie"* Debe ser: *decirme a mí que ande (que debo andar)* o *decirme a mí que vaya a pie (que debo ir a pie).* Si "decir" expresa una orden, debe usarse el subjuntivo, sin auxiliar: *decirme a mí que ande* (to tell me to walk). Si es simplemente afirmativo, debe ser: *decirme a mí que debo andar* (to tell me that I should walk). Del texto se colige que el original inglés ha sido, "that I should walk".

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Pág. 3—

D2. *"Si usted quisiera explicarme las circunstancias, sin duda lograré curarla."* Debe decir: *Si usted quisiere (quiere) explicarme las circunstancias, sin duda lograré curarla* o *Si usted quisiera explicarme las circunstancias, sin duda lograría curarla.* Se debe usar el Presente de Indicativo o el Futuro de Subjuntivo en la protasis, y el Futuro de Indicativo en la apodosis, si la idea es de futuro o presente.

S4. *"Sonrió"* Debe decir: *sonrío.*

S4. *"No me gusta mi alimento"* Debe ser: *He perdido el apetito, No tengo ningún apetito* o *No me gusta la comida.* .

Pág. 4—

S1. *"El"* Debe ser: *Él.* Otras mayúsculas se acentúan en el texto.

S1. *"me lo paso llorando"* Debe ser: *me paso todo el tiempo (día) llorando* o *todo el tiempo (día) me lo paso llorando.* Véase Ramsey, pág. 528, reg. 1323.

"EL FIN" Debe ser: *FIN,* traducción correcta de *"The End".* Este error se repite al final de cada una de las ocho comedias.

Pág. 7—

C3. *"Se lo pagaré"* Debe ser: *Me la(s) pagará* o *Me la(s) ha de pagar.* Amenaza que proferimos contra quien nos juega una mala pasada y que envuelve un deseo de venganza.

A1. *"Me alegro mucho que su padre"* Mejor: *Me alegro mucho de que su padre.* "Alegrarse" rige generalmente la preposición "de".

Pág. 8—

A1. *"como a mi secretario"* Debe ser: *como mi secretario.* La expresión usada puede interpretarse en el sentido de "como ya lo he hecho con mi secretario", que no es lo que se quiere decir.

A3. *"doméstica"* También en pág. 11, L4. Mejor: *criada.* A pesar de que la Academia los da como sinónimos, el uso de "doméstico" como sustantivo no está muy generalizado. Casi siempre se emplea como adjetivo: "perteneciente o relativo a la casa". Además, *"doméstica",* a menudo, se usa por "criada" en tono de broma. En un texto para la enseñanza es preferible *criada.*

Pág. 9—

L4. *"Mi padre insiste que"* Debe ser: *Mi padre insiste en que.* "Insistir" rige las preposiciones "en" o "sobre".

L4. *"que hiciese el papel del secretario"* Debe ser: *que hiciese el papel de secretario. Secretario* no es voz expresiva de cualidad, sino nombre de oficio, el cual precedido por *de* significa "ejercer interinamente", que es lo que aquí se quiere decir. Delante de voces expresivas de cualidad se usa el artículo. Así, decimos: "Hacer el papel del tonto" y "Hacer el papel de secretario."

Pág. 10—

L1. *"Temo no ser bastante económico."* Mejor en este caso concreto: *Temo no ser lo bastante económico.*

C2. *"Sabe hacer a mano muchas bonitas prendas de ropa"* Debe ser:

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Sabe hacer a mano muchas bonitas prendas de vestir. Prendas de vestir son las que sirven para este objeto al exterior. Probablemente lo que la autora quiso decir es: *Sabe hacer a mano muchos primores.*

L3. *"en sumo, quisiera"* Debe ser: *en suma (resumen), quisiera.*

C4. *"podrá"* Debe ser: *"podré"*, pues parece que con esta declaración espontánea Carmen descubre su identidad, o bien habría que cambiar el *"abandonándome a mis bordados"* al final de la oración por *abandonándola a sus bordados.* Compárese esto de los *bordados* con la corrección que hacemos en esta misma pág. C2.

Pág. 11—

A1. *"El día está tan fresco y agradable afuera."* Mejor: *¡El día está tan fresco y agradable fuera!* A pesar de que se hallan en alguno que otro autor moderno como Valdés y en muchos de los clásicos casos que contradicen nuestra afirmación, no estará de más declarar que la tendencia actual parece ser usar "afuera", "adentro", "adonde", etc., cuando se implica "movimiento hacia". El mismo caso, pág. 16, P5, y pág. 24, I5. La autora no usa *fuera* una sola vez siquiera.

L3. *"Acabo de pedir la mano a su—doméstica"* Debe ser: *Acabo de declararme a su criada".*

A3. *"¿qué es tu respuesta?"* Debe ser: *¿cuál es tu respuesta?*

Pág. 13—

L1. *"aplanchando"* Voz que sólo se usa en ciertas regiones. Mejor: *planchando.*

N3. *"Me alegro mucho en venir"* Debe ser: *Me alegro mucho de venir.* La preposición "en" (fundamento) después de "alegrarse", se usaba antiguamente; hoy se emplea "de" (origen).

N4. *"la otra vez"* Debe ser: *la próxima vez (otro día).*

N5. *"te doy mi palabra de honor que"* Mejor: *te doy mi palabra de honor de que.*

Pág. 14—

L1. *"Siempre la misma canción. Págueme lo que me debe que ya es mucho. Desde hace casi un año no he recibido ni un cuarto, y entonces puede Vd. irse con su ropa."* Debe ser: *Siempre la misma canción. Desde hace casi un año no he recibido ni un cuarto. Págueme lo que me debe, que ya es mucho, y entonces puede Vd. irse con su ropa.* Esto es una cuestión elemental de lógica.

L3. *"Coge un pequeño espejo y se admira"* Debe ser: *Coge un pequeño espejo y se mira con coquetería.* "Admirarse" puede significar "causarse extrañeza". Además, la expresión no tiene sabor español.

L4. *"Es que el espejo refleja todo lo feo del hombre y es lo que la mujer más ama."* Hagamos un esfuerzo de imaginación y tratemos de descifrar el enigma. Ciertamente no se explica la diferencia existente entre una mujer y un espejo. Si lo que se quiere decir es: "The mirror holds up the ugly side of man to him, while woman loves him above all things, and therefore, shows him a flattering image of himself", habría que expresarse en éstos o parecidos términos: *La diferencia está en que el espejo refleja*

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el lado feo del hombre, mientras que la mujer le presenta su lado agradable (adula su imagen) para enamorarlo"; pero si significa algo diferente, nos damos por vencidos, dejando a la agudeza de los lectores el placer de encontrar la solución.

N4. *"el espejo refleja sin hablar y la mujer habla sin reflejar"* Este es un caso de "forzamiento literal" de un lenguaje a otro. El acertijo parece ser uno de los favoritos entre personas de habla inglesa, pero en español este "jugar del vocablo" es sencillamente absurdo.

N5. *"El espejo refleja las vanidades de la mujer y el hombre no"* Después de adivinar la adivinanza, la adivinación resulta una nueva adivinanza. Tratemos de ver lo que se quiere decir. Sospechamos que es lo siguiente: *En el espejo se reflejan los adornos* (vanities) *de la mujer, mientras que en el hombre no se reflejan (que el hombre no copia las galas, la elegancia de la mujer).*

L6. *"y que el hombre no"* Debe ser: *y el hombre no* o *y que el hombre no lo es.*

Pág. 15—

L2. *"plata"* Debe decir: *dinero. "Plata"* es un americanismo, o más bien, argentinismo.

N3. *"No puedes figurarte cuánto quisiera pagarte."* Obscuro. Mejor: *¡No puedes figurarte cuántos (los) deseos (que) tengo de pagarte!* La ausencia de signos de admiración e interrogación es casi sistemática. *"Cuánto"* en la oración del texto pudiera significar "how much": "You can't imagine how much (money), how great a sum I would like to pay you", que es precisamente lo que no se quiere decir.

Pág. 17—

A5. *"si le asustas tanto al Sr. Seco"* La omisión del pronombre redundante *"le"* haría mucho más elegante esta oración.

S2. *"parar habla"* Debe ser: *para hablar.*

Pág. 18.—

P1. *"Teníamos miedo que"* También en pág. 20. T1, Mejor: *Teníamos miedo de que"* "Tener miedo" comúnmente se construye con la preposición "de".

P2. *"allí"* Debe ser: *ahí.*

S2. *"¡Qué incómodo!"* Probablemente traducción de "How uncomfortable!" Debe decir: *¡Qué incomodidad (contratiempo, molestia, impertinencia)!*

P4. *"para ayudarles"* Debe ser: *para asistirles.* "Asistimos" a los enfermos.

Pág. 19—

P1. *"Estoy perseguido de los crueles oficiales"* Debe ser: *Soy perseguido de (por) los crueles oficiales (policías)* o *Los crueles policías (oficiales) me persiguen.* "Estar" no es el auxiliar de la voz pasiva. Probablemente los persecutores no son oficiales del ejército, sino agentes de policía. En tal caso, *"oficiales"* no sería la traducción apropiada de "police agents (officers)".

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E2. *"¡Por los santos!"* También en pág. 28, C4. Debe ser: *¡Por (todos) los santos del cielo (de la corte celestial),* que son las exclamaciones generalmente usadas. Véase Dic. Modismos Caballero, 924 y 927.

Pág. 20—

P1. *"No he cometido delito"* Debe ser: *No he cometido ningún delito (delito alguno).*

P4. *"Tu tía estaba aquí cuando entré en vez de ti"* Obscuro y poco elegante. Mejor: *Cuando entré, en vez de encontrarte a ti, encontré a tu tía.* El texto, sin coma después de *"entré"*, puede dar a entender que "Pedro entró en lugar de Teresa".

T2. *"¿Ha visto a ti?"* Debe ser: *¿Te ha visto (a ti)?*

T3. *"no ha ido a la misa"* Debe ser: *no ha ido a misa.*

T3. *"¡Este día cuando queríamos huirnos!"* Debe ser: *¡Hoy que pensábamos fugarnos!, ¡Precisamente el día en que íbamos a fugarnos!* o *¡El día mismo en que queríamos fugarnos!*

T4. *"ceder"* Debe ser: *retroceder. "Ceder"* implica el "rendirse a una fuerza exterior (argumento, violencia) que se ejercita al tiempo que se cede". *Retroceder* es "volver hacia tras", que es lo que aquí se quiere decir.

Pág. 21—

E1. *"viéndoles"* Mejor: *viéndolos.*

E1. *"este fugitivo"* Debe ser: *ese fugitivo.*

E1. *"Me he huido con mi novio"* Debe ser: *Me he fugado con mi novio.* En toda tierra de garbanzos, los novios (algunos) "se fugan" o "se escapan", pero nunca "se huyen" con las novias.

E1. *"No es asunto mío si el bribón quería huirse"* Debe ser: *No es culpa mía si el bribón quiso (ha querido) marcharse (escaparse, huir).* "It is not my business", probablemente la frase original inglesa, debe traducirse en este caso concreto por *No es culpa mía.* Otras veces puede traducirse por "Nada tengo que ver con eso", "No es asunto mío", "Eso no me importa (atañe, interesa)" etc. Una acción completa en tiempo pasado debe expresarse con el Pasado Definido o el Perfecto Definido. según se ponga énfasis en el tiempo o en la acción. *Huir* es esencialmente un verbo neutro. Muy raras veces se usa como reflexivo, y esto casi siempre en la 3a. persona. P. ej. "Los caballos se huyeron del cortijo".

Pág. 22—

I2. *"hay que apurarse". "Apurarse"* no debe "generalizarse", como se está haciendo en América, en el sentido de *darse prisa, apresurarse, acelerar el paso.* Aunque los diccionarios autorizan dicha significación en frases como, "se vieron muy apurados", etc., su más común empleo es como sinónimo de "afligirse".

I3. *"¿No has olvidado . . ."* Mejor: *¿Es posible que hayas olvidado . . .* o *¿A lo menos no has olvidado . . .* Esta pregunta se modula en inglés exclamatoriamente, pero en español resulta obscura.

Pág. 23—

I1. *"nuevo traje".* Preferible: *traje nuevo.*

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I2. *"ir con ellos"* La repetición de *"con ellos"* hace la expresión muy poco elegante. Mejor: *acompañarlos.*

E3. *"de"* Debe ser: *dé.*

E6. *"Los detesto a todos ellos con todo su teatrucho."* Debe ser: *Los detesto a todos ellos con su dichoso (endiablado) teatro* o *Los detesto a todos ellos con su teatro y todo.* Probablemente el original inglés es: "I hate them all with their old theater." Este "old" en expresiones como ésta, y como: "You care more for your old paper than for me", debe traducirse en la forma que apuntamos. Es muy peligroso para un extranjero el formar diminutivos y aumentativos despectivos sin conocer a fondo los diferentes matices de significación. Por ejemplo, en este caso, *"teatrucho"* significaría "an old, shabby, theater", mientras que lo que se quiere expresar es el desprecio de la que habla, sin calificar al teatro.

E9. *"piensan en algo más que 'teatros'."* Debe ser: *piensan en algo más que en teatros.*

Pág. 24— M1. *"chicos míos"* Mejor: *hijos míos.*

M3. *"Muchisísimo frío"* Debe ser: *Muchísimo frío.*

M3. *"¡qué cómodo está aquí!"* Debe ser: *¡qué cómodo se está aquí!* Se refiere al sitio. Además, por si quedaran algunas dudas, basta tener en cuenta que la tía tutea a los dos personajes que están en escena.

Pág. 25—

I4. *"doble contenta"* Debe ser: *doblemente contenta.*

Pág. 26—

E3. *"Te diré"* Mejor: *Te lo diré.* Se refiere al antecedente "algo".

Pág. 27.—

C1. *"Lopez, Benitez"* Debe ser: *López, Benítez.* También en págs. 27, C1; 31, I5; y 32, C1.

C4. *"pierda V. dinero"* Mejor en este caso: *pierda V. su (el) dinero.*

Pág. 28—

C1. *"homogenio"* Debe ser: *homogéneo.*

C1. *"con gemelos de teatro"* Debe ser: *con unos gemelos de teatro.*

C1. *"dando un golpe"* Debe ser: *da un golpe.* La acción expresada por el gerundio *"dando"* no coexiste con la del verbo que la precede, y por lo tanto, su empleo es incorrecto.

C1. *"con el gemelo"* Debe ser: *con los gemelos.*

C2. *"tomándola por ladrón"* Debe ser: *tomándola por un ladrón.* Cuando "tomar por" está seguido del artículo indefinido y un sustantivo, significa "to take for"; cuando está seguido únicamente del sustantivo, "to take as". Ejemplos: "Su conducta era tan mala, que le tomé por un hombre sin honor", "La tomó por esposa".

C3. *"no haré gran conmoción"* Demasiado artificial. Le falta sabor castellano. Debe ser: *no haré grandes aspavientos, no haré mucho alboroto, no gritaré* o *no pediré socorro.*

C3. *"Otra moneda está en la mesa"* Debe ser: *El resto del dinero (metálico) está en la mesa.* Fíjense en la traducción de "other" y también en que *"moneda"* no es la versión apropiada de "money".

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Pág. 29—

C2. *"Y ¿no hay otras cosas que quisiera guardar por semejantes razones?"* Muy "awkward". Mejor: *Y ¿no hay nada más que quiera tomar por la misma razón?*

I4. *"¿no hay mujer en el lugar?"* Debe ser: *¿no hay ninguna mujer aquí (en esta habitación)? "Lugar"* podría interpretarse en el texto por "village". Está claro que se ha querido traducir "in the place" o cosa por el estilo.

I5. *"Pone los gemelos detrás de ella"* Debe ser: *Pone los gemelos detrás de (tras) sí* o mejor, *Se lleva la mano que sostiene los gemelos a la espalda.* El pronombre se refiere al sujeto y no a una tercera persona. En las construcciones de sentido reflejo debe decirse "sí" en la 3a. persona. Compárese con el inglés.

I7. *"asustado por gemelos de teatro"* Debe ser: *asustado por unos gemelos de teatro.*

Pág. 30—

I2. *"a vista de unos gemelos"* Debe ser: *a la vista de unos gemelos. "A vista de"* significa "in presence of" y también "within sight of". *A la vista de,* "at the sight of" y también "within sight of". El significado característico de *"a vista de"* es "in presence of". Puede usarse alternativamente con *a la vista de* en el sentido de "within sight of", p. ej. "el barco naufragó a (la) vista del puerto"; pero no significa "at the sight of", que es lo que la autora quiso decir, y que debe traducirse por *a la vista de.*

I5. *"lo dije"* Mejor: *le dije* o *se lo dije.*

I7. *"de Media Noche"* Debe ser: *nocturno, a medianoche* o *de madrugada.*

Pág. 31—

I1. *"de su manuscrito"* Obscuro. Mejor: *del manuscrito del profesor.*

I2. *"irse inmediatamente al despacho"* Mejor: *ir inmediatamente al despacho.* Conviene usar "irse" en el sentido de "to go away (off)".

Pág. 32—

P1. *"Es la primera vez de mi vida que la he visto"* Mejor: *Es la primera vez que la he visto en mi vida* o *La veo ahora por primera vez en mi vida,* que son las expresiones consagradas por el uso.

P3. *"Tengo mejor idea"* Debe ser: *Tengo (se me ocurre) una idea mejor.*

C4. *"Saca llaves"* Debe ser: *Saca unas llaves.*

C4. *"¿La conduciré a Vd.?"* Debe ser: *¿Quiere Vd. que la acompañe?* "To escort" en este caso debe traducirse por "acompañar".

Pág. 33—

P1. *"¿porqué?"* Debe ser: *¿por qué?*

P3. *"acompanaré"* Debe ser: *acompañaré.*

I3. *"Necesitamos mucho a un 'chaperón' o a un Rodrigón"* Debe ser: *Nos hace mucha falta un "chaperón" o, lo que es igual, un rodrigón.* "We are very much in need of", al parecer la expresión inglesa que ha servido de modelo, debe traducirse en la forma en que lo hacemos.

I4. *"Gúardelos"* Debe ser: *Guárdelos.*

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Pág. 34—

M1. *"Los hermanos sentados delante de una mesa estudian"* Debe ser: *Los dos hermanos, sentados delante de una mesa, estudian.*

M1. *"¿No sabes que es la hora de almorzar?"* Debe ser: *¿No sabéis que ya es hora de desayunarse?* En éste, como en otros textos, se traduce "breakfast" por "almuerzo". ¿Cómo llamaremos entonces al "lunch"? ¿La "merienda"? Nos parece más acertado decir: "desayuno (breakfast)", "almuerzo (lunch)", "comida (dinner)" y "cena (supper)".

Pág. 35—

M1. *"¿Cómo puedo conservar el café caliente para siempre?"* Debe decirse: *¿Cómo puedo conservar el café caliente toda la mañana (toda una eternidad)?* Huele a traducción del inglés "forever" o del alemán "auf immer". En español se dice, sin embargo, "Me voy para siempre."

M2. *"en comparación de ellos"* Debe ser: *en comparación con ellos.* "Comparar" se construye generalmente con las preposiciones "con" o "a".

M3. *"caliente pan"* Debe ser: *pan caliente.*

J3. *"El mundo profano no sabe estimar nunca en su propio a los sabios."* Obscuro. Mejor: *El mundo profano no sabe estimar nunca en su propio valor a los sabios. "Propio"* en el texto quiere decir *"en su propio (mundo)".* La implicación, sin embargo, no sería muy clara.

J3. *El mundo llama el ganar dinero y comer las tres comidas al día el arte de la vida"* Debe ser: *El mundo llama al ganar dinero y (al) comer las tres comidas al día, el arte de la vida.* El principal de dos complementos directos de un verbo, requiere la "a" del complemento acusativo de persona.

M5. *"Yo no sirvo para más que para"* Mejor: *Yo no sirvo más que (para nada más que) para.*

Pág. 36—

M2. *"jovenes"* Debe ser: *jóvenes.*

D3. *"reflección"* Debe ser: *reflexión.*

D5 y J5. Esta broma del "oso" está expresada "a la inglesa" o "a la alemana". En español, o no la emplearíamos, lo que sería más discreto, o diríamos algo por este estilo: D. *Querido hermano, creo que voy a hacer el oso si me meto a enamorar mujeres.* J. *Ten presente el dicho de que,*

el hombre es como el oso,
mientras más feo, más hermoso.

Pág. 37—

D1. *"el"* Debe ser: *él.*

D2. *"¿Que . . ."* Debe ser: *¿Qué . . .*

J5. *"Sería más propio para ti"* Mejor: *Sería más propio (natural) en ti.* También en la línea siguiente del texto.

M3. *"Vacilan . . . debaten . . . son"* Debe ser: *Vacilláis . . . debatís . . . sois.* No creemos que sea un aparte, puesto que alguien responde.

D6. *"hallaría"* Mejor: *halle* o *pueda hallar.*

Pág. 38—

M1. *"¿No tienes ojos en la cabeza?"* Debe ser: *¿No tienes ojos en la cara?*

J6. *"Te olvidas que"* Debe ser: *Te olvidas de que.*

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Pág. 39—

D4. *"¿Y el que toque el papel con la cruz?"* El mismo error en la línea siguiente del texto. Debe ser: *¿Y al que le toque el papel con la cruz?* No "to touch", verbo activo, sino "to fall to one's share or lot", verbo neutro.

Pág. 40—

M5. *"Debo enterarme un poco"* Expresión un poco incompleta. Como la tía se refiere concretamente a Luisa, sería mejor decir: *Debo sondearla un poco, Debo ponerme al tanto de sus intenciones,* o algo por el estilo.

Pág. 41—

M1. *"No puede ser útil"* Debe ser: *No te puede ser útil.*

L1. *"Cosas . . . nuevos"* Debe ser: *cosas . . . nuevas.*

M3. *"¿Cómo te gusta?"* Americanismo de mal gusto. Debe ser: *¿Te gusta?* o *¿Cómo hallas?* También en la misma pág. M4.

L4. *"Mi visita ha sido . . . un poco quieta"* Probablemente traducción de "quiet". Debe decir: *Mi visita ha sido . . . un poco monótona* o *Mi visita ha sido . . . poco agitada.*

Pág. 42—

M1. *"Tiene ojos mucho . . ."* Debe ser: *Tiene los ojos mucho . . .* o *Sus ojos son mucho . . .*

D1. *"Yo solo no tengo el valor."* Debe ser: *Yo solo no tengo valor* o *Yo solo no tengo el valor de hacerlo.*

Pág. 43—

J3. *"No puedes esperar que yo pueda decirte."* Probablemente traducción de "you can't expect me . . ." Mejor: *No tienes derecho a esperar que yo pueda decirte (que yo te diga).*

D5. *"antipara"* Este vocablo no es muy corriente. "Screen" debe traducirse por *biombo,* como se hace en otro lugar del texto.

J7. *"Deber ser muy interesante."* Corríjase: *Debe de ser muy interesante.*—"Deber" seguido de "de" expresa conjetura: "It must be very interesting."

L2. *"libro por el Profesor"* Debe ser: *libro del (escrito por el) profesor.*

Pág. 45—

J1. *"mirando en esos ojos"* Mejor: *mirando(te) esos ojos* o *mirándose en esos ojos.*

J2. *"concluído"* Debe ser: *concluido.*

Pág. 46—

L3. *"te han visto"* Debe ser: *te vieron.* Aquí se pone énfasis en el tiempo y no en la acción.

Pág. 47—

D1. *"¡Qué el cielo . . ."* Debe ser: *¡Que el cielo . . .*

NOTES

La de la **pág. 32, P1, y 32, I4,** está equivocada en el primer caso. El *"que"* redundante se usa aquí para dar énfasis a la negación. La mejor traducción sería: "I should say not" o "I do say not" (Digo que no; por supuesto que no).

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También está equivocada la de la **pág. 35, M3.** Debe decir *hágame* en vez de *"hágase"*.

En la de la **pág. 40, D2,** no nos convence mucho eso de que las calabazas sean o hayan sido "a much-prized gift" entre los campesinos españoles; pero ello pudiera ser así. La frase figurada familiar "dar calabazas" probablemente apareció en nuestro lenguaje en el siglo XVIII o en el siglo XIX. No figura en Correas. Como el significado que da la Academia y otros diccionarios es el de "desairar o rechazar la mujer al que la pretende o requiere de amores", y teniendo en cuenta que las calabazas se dan con tanta abundancia en el suelo español que los hortelanos las destinan frecuentemente a alimento de cerdos, creemos que esta hortaliza en vez de representar un "much-prized gift", lo que significó en sus orígenes fué algo así como el "to hand a lemon to somebody" o el "booby prize" del inglés.

HINTS

Pág. 55, l. 16. *"las señoritas aprenden español mejor que los muchachos"* Debe ser: *las muchachas (jóvenes) aprenden español mejor que los muchachos (jóvenes).*

PARLIAMENTARY TERMS

1. *Officers—"Funcionarios".* Debe ser: *Miembros de la Junta Directiva. "Funcionario"* se llama a "un empleado público".

9. *Order of business—"La orden de precedencias del día".* Debe ser: *La orden del día.* Es la expresión consagrada en la práctica y en los diccionarios.

11. *The secretary will call the roll—"La secretaria llamará la lista de los socios".* Debe ser: *La secretaria pasará lista a (la lista de) los socios.*

13. *Are there any corrections to the minutes?—"¿Está a discusión el acta?* Debe ser: *¿Se aprueba el acta?.* El Presidente no "pregunta" si está a discusión el acta. Diría en todo caso: *Se pone a discusión el acta de la sesión anterior.*

14. *The minutes stand approved—"El acta queda correcta* o *sin corregir"* Debe ser: *El acta queda aprobada.*

15. *The first business in order is—"El primer asunto de la lista es"* Debe ser: *El primer asunto de la orden del día es* o *El primer asunto que se va a poner a discusión es.*

17. *I declare a few moments' recess, to be followed by the business session—"Se levanta la sesión por algunos momentos para pasar a tratar de negocios"* Debe ser: *Se levanta la sesión por algunos minutos para pasar a tratar de cuestiones de administración (administrativas).*

21. *You may vote by show of hands or acclamation—"Los socios que estén por la moción se servirán manifestarlo por el signo acostumbrado".* Debe ser: *Se va a proceder a votación ordinaria. Votación ordinaria* es aquella en que se aprueba un asunto con una fórmula reglamentaria, sin necesidad de que cada individuo emita personalmente su voto.

22. *We will vote by ballot—"Vamos a votar por papeletas"* Debe ser: *Se procederá a votación nominal (secreta). Votación nominal* es aquella en que cada socio emite su voto individualmente, ya por bolas, ya por papeletas,

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o por último de viva voz. La votación nominal puede ser *secreta,* si las papeletas no se firman.

23. *Tellers will report the count of ballots—"La comisión de escrutinio tenga la bondad de informar el resultado de la votación"* Debe ser: *La comisión de escrutinio tendrá la bondad de informar del resultado de la votación.*

24. *Teller—"El escrutador"* En España es generalmente *el secretario.*

29. *Membership dues—"Cuota* o *cotización"* Preferible *cuota. "Cotización"* se aplica generalmente a los precios de los documentos que se compran y venden en la Bolsa.

32. *To install new officers—"Instalar a nuevos funcionarios"* Debe ser: *Dar posesión de sus cargos a la nueva Junta Directiva* o *Tomar posesión de sus cargos los nuevos miembros de la Junta Directiva.*

33. *The meeting is adjourned—"La sesión está levantada"* Debe ser: *Se levanta la sesión.*

43. *To call for nomination of officers—"Proceder al nombramiento de funcionarios"* Debe ser: *Proceder al nombramiento (a la elección) de los (nuevos) miembros de la Junta Directiva.*

44. *To keep a record of the proceedings—"Levantar las actas de la sesión"* Mejor, en singular: *Levantar (el) acta de la sesión,* frase consagrada por el uso. Dic. Zerolo.

46. *Sufici-entemente"* Palabra mal dividida.

47. *To move to adjourn—"Proponer que se cierre la sesión"* Debe ser: *Proponer que se levante la sesión.*

48. *To lay on the table—"Poner el asunto en carpeta"* Debe ser: *Dejar el asunto sobre la mesa.*

51. *To amend the constitution—"Corregir la constitución"* Debe ser: *Enmendar los estatutos* o *Presentar enmiendas al reglamento.*

52. *To adopt a resolution—"Aceptar una resolución"* Debe ser: *Adoptar una resolución* o *Aceptar una proposición.*

58. *To rise to a point of order—"Pedir la palabra para una moción de orden"* Debe ser: *Pedir la palabra para una cuestión de orden,* expresión consagrada.

61. *To reconsider the vote—"Reconsiderar el voto"* Debe ser: *Practicar (hacer) el recuento de (los) votos. "Reconsiderar"* no es castellano.

62. *A quorum—"Un quorum"* Debe ser: *Un quórum.* Conviene acentuar la sílaba aguda de las voces latinas usadas en castellano. Gram. Academia, Ortografía, Cap. III.

63. *By order of—"Por acuerdo de"* Decimos: *Por acuerdo de la Junta Directiva,* pero, *Por orden del Presidente.*

VOCABULARY

Además de los errores que hemos señalado al analizar el texto y que casi todos se reproducen en el Vocabulario, como *"alguién", "homogenio", "reflección", "en sumo",* etc., aun podríamos apuntar algunos otros:

"Aficionar, to be devoted to, or fond of" Debe decir: *Aficionarse.*

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"Amanecer, to threaten" Debe ser: *Amenazar.*

"Asusto, m., fright" Debe ser: *Susto.* Esta palabra nos parece que no se usa en el texto.

"Cartera, f., notebook" Mejor traducción: *pocket-book.* Una *"cartera"* de piel puede estar provista de una libretita para notas. Véase uso, pág. 20, T4.

"Colocación, f., position" Debe ser: *Colocación.*

"Chasco, m., joke" Mejor traducción: *disappointment.* Véase uso, pág. 26, E2, y consúltense Dics. Zerolo y Velázquez (2a. acepción).

"Delgado, delicate" Mejor traducción: *slender, thin.* Véase uso pág. 1, C3. También tenemos el adjetivo "delicado", que pudo haber usado la autora.

"Enamorar(se), to be in love" Debe ser: *Enamorarse,* sin el paréntesis de opción. *"Enamorar"* es "to make love".

"Entretenir, to entertain" Debe ser: *Entretener.*

"Entristecer, to become sad" Debe ser: *Entristecerse. "Entristecer"* es "to make sad".

"Estilo, n., style" Mejor traducción: *way with.* Véase uso, pág. 37, D5.

"Fresco, cool" Debe añadirse la traducción *fresh.* Véase uso pág. 35, M3.

"Jocoso, lively, jolly" Mejor traducción: *jocose.* "Jocoso" es lo chocarrero, lo exageradamente chistoso. "Jolly" es alegre, festivo, agradable. El error está en que la autora ha escrito *"jocosa"* donde debió escribir *alegre.* Véase pág. 24, M1.

"Meter, to put in, to intrude" Debe omitirse la segunda traducción. *"To intrude"* es en español *meterse.*

"Niña, f., girl." Es abuso usar "siempre" *"niña"* por *muchacha.* Los alumnos de los Institutos de Segunda Enseñanza (High Schools), para quienes estas comedias se han escrito, no son *"niños"* y *"niñas"*, sino *muchachos* y *muchachas (jóvenes).*

"Papel, m., paper" Debe añadirse la traducción *rôle, part.* Véase uso pág. 9, L4 y 39, J3.

Por lo demás, en el Vocabulario falta un buen número de palabras como *"corbata"*, *"cordero"*, *"donde"*, *"plata"*, *"tonta"*, etc., y sobra también alguna que otra.

Para terminar. No se nos alcanza cómo un libro semejante haya podido ver la luz pública. Pero no hay que indignarse demasiado, puesto que ni es éste el único libro malo en el mercado, ni probablemente será el último.

JOAQUÍN ORTEGA

UNIVERSITY OF WISCONSIN

Juan de las Viñas, por Juan Eugenio Harzenbusch. Edited with introduction, notes, and vocabulary by James Geddes, Jr., Professor of Romance Languages in Boston University, and direct-method exercises by Grace E., and Bertha A. Merrill, of the Boston University Graduate School. Ginn & Company, Boston, 1919. 12mo., xv+136 pp.

The editor has chosen for preparation for class use a very delightful little farce, which seems admirably adapted for just such use. There is

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nothing in it which could call forth the slightest objection to putting it into the hands of young students, and on the other hand, as the editor says, it is "thoroughly interesting and amusing to read," not needing the assistance of a set of actors to make it entertaining. Teachers who have had the discouragement of discovering that some stories or plays very pleasing to themselves have failed to prove popular with students will appreciate the appearance of *Juan de las Viñas,* for the amusing situations are such as can be appreciated by high school students of Spanish, who usually care nothing at all for literary excellence or dramatic perfection.

Though there is much to recommend the text, there is more to recommend this edition. The text presents few difficulties, and all matters that might be considered to offer some difficulty have been satisfactorily treated in either notes or vocabulary. Nothing is said in the preface about the book being intended for use early in the Spanish course, nevertheless the vocabulary and notes seem not to assume much acquaintance with idiomatic expressions. The book can therefore be used satisfactorily comparatively early in the course.

Excellent as the notes and particularly the vocabulary are, the exercises will probably make the strongest appeal to us younger and less experienced teachers, of whom there are many just now. Older teachers probably prefer to be free to use such exercises as they may wish to arrange for themselves, but even under such conditions, the pupils will very likely be better prepared for having these printed exercises in the book to serve as a guide in the preparation of the lesson. They are called "direct-method exercises," but this need not frighten the young teacher who fears the mystic and awesome words, "direct method," for these exercises can be used to advantage with any method.

One feature of these exercises is the systematic review of elementary grammar. Another is the grouping of idiomatic expressions. These can be pointed out by the teacher without this device, but more satisfactory results may be obtained if they are grouped where the student may have them before him at any time. Even if the *cuestionarios* are not used in class, they serve a purpose that nothing else does equally as well, viz., calling the pupil's attention, during preparation of the lesson, to words and phrases instead of merely to sequence of sentences.

A few typographical errors are noticeable. The vocabulary, page 105, has "a ciegos." On page 59, line 2, "que se" is written without a space. Page 23, line 9, has "t . . . " where a dash would better indicate an unfinished word. Finally, the numbering of lines is not consistent, as for instance on page 84. Sometimes the lines containing name of character and stage directions are counted, at other times, not.

This little book, one of the very attractive International Series, seems to the writer to be one of the very best edited texts available to young teachers, and he is sure that others will be as favorably impressed with it as he is.

THOS. A. FITZ-GERALD

THE TERRILL SCHOOL
DALLAS, TEXAS

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BIBLIOGRAPHY

I. SCHOOL TEXTS

Beginner's Spanish

by William Hanssler of the Yeatman High School, St. Louis, and Clarence Parmenter of the University of Chicago.

XXV+294 pp. The symbols of the International Phonetic Association are used in connection with the explanations of pronunciation. These symbols are also used in the vocabulary to indicate pronunciation.

The body of the book is divided into 73 lessons. It is intended that grammar be taught by the Direct Method and inductively. First comes a connected Spanish text with those words in bold type which are examples of the rule dwelt upon in the chapter. The grammatical principles are brought out usually by questions. Instead of composition exercises to be translated into Spanish, there are exercises in Spanish to be worked over by the pupil. The grammar explanations at the beginning of the book are in English. Towards the end they are in Spanish. Irregularities of verbs are summarized at the end of the book. There is a Spanish-English vocabulary. The volume contains twelve illustrations.

1919. Charles Scribner's Sons. $1.20.

First Book in Spanish

by J. P. Wickersham Crawford, of the University of Pennsylvania.

IX+399 pp. The first three pages of the text contain useful class-room expressions. The Introduction deals with pronunciation, accentuation and punctuation. The body of the book is divided into 55 lessons. Headings of chapters are given in both languages. At the end of each chapter, after the grammatical explanations, rules and paradigms, are reading and oral exercises, a cuestionario and a composition exercise. The cuestionario is prepared for the purpose of driving home the grammar rules of the lesson. There are also exercises with blank spaces to be filled in by the pupil. The reading exercises are in the form of connected discourse. At the end are the verbs regular and irregular, and the vocabularies. The book contains maps of Spain and South America.

1919. The Macmillan Co. $1.20.

First Spanish Book

by Lawrence A. Wilkins, of the DeWitt Clinton High School, New York.

XV+259 pp. The book is a combination of reader and grammar for beginners. The Preface of six pages is devoted to an explanation of the purpose of the book with hints as to how most profitably to use it. After an introduction of twelve pages on pronunciation and accentuation, there are thirty-eight lessons. Each lesson begins with a piece of prose. Next comes a section devoted to grammatical forms and explanations. Next a cuestio-

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nario based on the text of the chapter. There are exercises with blank spaces to be filled in by the pupil. At the end of each chapter is a Trabajo Individual which is sometimes a poem to be memorized, sometimes a dictation exercise to be given by the teacher.

After the regular lessons there are thirty-eight composition exercises, a list of proverbs, a list of names of men and women, a table of verbs, and a Spanish-English vocabulary. A half-dozen poems and many drawings and maps are scattered throughout the volume.

1919. Henry Holt & Co. $1.24.

Por Tierras Mejicanas

by Manuel Uribe-Troncoso, sometime Professor in the University of Mexico.

XIV+179 pp. (127 text, 50 vocabulary). The book is an elementary reader dealing with the geography, history, and resources of Mexico. At the beginning of the book is an extended list of works on Mexico with a brief description of each. The text is divided into four parts and sixteen chapters. There are fifty-seven illustrations.

1919. World Book Co. 88c.

La Muela del Rey Farfán

por Serafín y Joaquín Álvarez Quintero.

Edited with notes, exercises for conversation and vocabulary, by Dr. Aurelio M. Espinosa of Leland Stanford Junior University.

XII+93 pp. (51 text, 9 cuestionarios, 28 vocabulary). The play is a *zarzuela infantil*, in five *quadros*. The notes, explaining grammatical difficulties are at the foot of the pages.

1919. World Book Co. 60c.

Juan de las Viñas

por Juan Eugenio Harzenbusch.

Edited by Dr. James Geddes, Jr., of Boston University.

XV+136 pp. (91 text and exercises, 5 notes, 38 vocabulary). This is a comedy in two acts, in prose. At various places in the text are groups of questions, followed by exercises for practice on the various parts of speech, by Grace E. Merrill and Bertha A. Merrill of the Boston University Graduate School. There is an introduction by the editor on the life and works of Harzenbusch.

1919. Ginn & Co. 60c.

Primer Libro de Lectura

by Gertrude M. Walsh of the North High School, Columbus, O.

XII+119 pp. (86 text, 1 proverbs, 9 ejercicios, 22 vocabulary). There is a short introduction on how to study words. The reader itself consists of twenty chapters, carefully graded. The text of the chapters deals with the activities of La Familia Rivera. At the end of each chapter there are conversation exercises, idioms and expressions to be memorized, proverbs, exercises in which the pupils are directed to reread the text, changing the

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subject, etc., also sentences partly in Spanish, partly in English, in which the pupils are to translate the English into Spanish. Finally there are word groups, or families of words, based on Latin stems, etc. At the end of the book the proverbs are found in English. There are also composition exercises based on the text, and a Spanish-English vocabulary.
1919. D. C. Heath & Co. 52c.

Easy Spanish Reader

by Joel Hatheway and Eduardo Bergé-Soler, both of the High School of Commerce, Boston, Mass.

XI+386 pp. (302 text, 84 vocabulary). The text is a continued story, carefully graded, about a group of young folks at home and in school, in city and country. Without subordinating the text to the extent of becoming stilted thereby, each chapter emphasizes some phase of Spanish Grammar, such as the present of *tener,* possessives, etc. The words exemplifying these topics are printed in bold type. At the end of each chapter is a cuestionario and a brief composition exercise. Sixteen drawings illustrate the text.
1919. The Macmillan Co. $1.10.

Spanish Taught in Spanish

by C. F. McHale, of the National City Bank of New York.

VIII+136 pp. The book is intended as a brief introduction to Spanish, giving the student, in a relatively short time, a good foundation in the fundamentals of Spanish. There are brief remarks on pronunciation and accent. The body of the book consists of thirty easy, practical lessons, where there is an abundanec of exercises and little formal grammar. It is a book that may be used without the aid of a teacher.
1919. Houghton Mifflin Company.

MICHAEL S. DONLAN

HIGH SCHOOL OF COMMERCE
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II. PERIODICAL LITERATURE

PEDAGOGICAL JOURNALS

School and Society, IX, 210—C. W. Eliot, *Defects in American Education Revealed by the War.* (An alarming amount of illiteracy and physical ill health.) J. McK. Cattell, *The "Policies" of the Carnegie Company.*

211. C. R. Maxwell, *The Selection of Text-Books.*

215. David Snedden, *Proposed Revision of Secondary-School Subjects Looking to More Effective Education in Personal Culture and Good Citizenship.* (The writer has a definition of culture that is all his own. This "culture" is to be gained by abolishing all study of language and literature, including the English classics.)

216. E. L. Thorndike, *Tests of Intelligence.*

217. A. Livingston, *Modern Languages and the New World Order.* (More waving of the red flag. "Language study ought to be liberated from the incubus of philology and from the incubus of liberal literary culture." The remedy proposed is the founding of special schools of language, commerce, and diplomacy.)

223. J. Warshaw, *Why Spanish?* ("Before the war, the question 'Why Spanish?' came up rather frequently. It was then asked in an indulgent and patronizing tone. More recently, that tone has grown acidulous, not to say acrimonious, and the question is propounded with insistence. Teachers of Spanish appear to be in for a period of guerrilla warfare, and it may be that the skirmishes will develop into something larger. Let no teacher of Spanish lull himself in the persuasion that his subject is founded upon a rock and that it will, out of sheer righteousness, endure. The study of Spanish in our high schools and colleges will have to give an account of itself. 'There are Moors on the coast.'" We are attacked, he says, not only by teachers of the Classics and German, but also by some of our Romance colleagues. In fact Mr. Warshaw might have gone farther and pointed out that the study of Spanish is sometimes attacked, ungratefully, by those who are engaged in the teaching of it, notably by former teachers of German. But French and German were likewise under heavy fire a generation ago. In conclusion the author deals with the two fallacies that Spanish literature is unimportant and the language easy.)

229. *A Code of Ethics for the Teaching Profession.*

231. Lane Cooper, *Patterns.* (An excellent Phi Beta Kappa oration, delivered at Philadelphia, March 21.)

Modern Language Teaching, XV, 1, Feb.—E. A. Woolf, *Catalan.* D. F. Kerr, *Modern Teaching.* Anon., *Ancient or Modern?*

Education, XXXIV, 4, Dec.—W. H. Young, *The Relation of Instruction to Discipline.* (The four essentials are interest, discipline, enthusiasm, knowledge of the subject. "If he (the teacher) merely keeps ahead of the class during the year, he cannot expect to arouse much interest." Interest and attention. How to secure interest. Motivation.)

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5, Jan.—John Bovington, *Ignorance and Experiment in Education.* Lilian L. Stroebe, *Organization and Management of Summer Schools for Modern Languages.* (A plea for the "Middlebury idea," with its three principles of isolation, concentration, and coördination. Students must start with a knowledge of the subject. Students must not be allowed to work in another department or language. The author thinks prose composition of little value in a curriculum like that of Middlebury.)

6, Feb.—Lilian L. Stroebe, Ditto, ctd.

7, March—A. C. Barrows, *Shifting Ideals of Education.* J. T. Williams. *The Teacher as a Social Worker.*

8, April—Kathryn H. Chalmers, *The Doctrine of Discipline.*

9, May—W. D. Armenhout, *The Theory of the Junior High School.* Lilian L. Stroebe, *The Background of the Modern Language Teacher.* (Contains useful hints on reading suitable for a teacher of Spanish.)

10, June—Mabel Carney, *Significant Movements in the Middle West.* (State aid to education. What Minnesota is doing along these lines.)

The History Teacher's Magazine, IX, 2, Feb., 1918—C. E. Chapman. *A Producing Class in Hispanic-American History.*

6, June—M. W. Williams, *Latin-American History for Secondary Schools.* (A scheme of study is outlined. The excellent bibliography here given is recommended to those eager to get a list of titles of books concerning South America.)

The Classical Journal, XIV, 5, Feb.—B. L. Ullman, *The Latin of the Future.* (According to the figures of the U. S. Commissioner of Education, the study of Latin is gaining consistently in the secondary schools. contrary to the general belief. In 1890 there were 100,144 Latin students in the schools; in 1915, 503,985. "Latin is still being studied by more pupils than German, French, and Spanish put together." Yet in the past 5 years there has been a drop from 50% to 39%. This is due to increased registration in the business and vocational training courses. Next year Latin teachers expect to see a drop in the east to be counterbalanced by an increase in the middle west, particularly in Iowa, Kansas, and Wisconsin.)

The English Journal, April—Flora E. Parker and S. A. Courtes, *The Value of Measurements.* Margaret Merrill, *Charting Errors.*

June—Katherine Morse, *Supervised Study.*

Revue Universitaire, XXVIII, 1, Jan.—Anon., *Le président Wilson à la Sorbonne.*

Feb.—Henri Yvan, *Version et gymnastique intellectuelle.* P. J. Crouzet-Ben-Aben, *La vie des étudiantes françaises aux États-Unis.*

March—P. Crouzet, *La vie pédagogique.*

April—A. Crémieux, *Le lycée et la réforme de l'enseignement.*

May—Gustave Lanson, *La renaissance de l'université française de Strasbourg.* Georges Weill, *Notes historiques sur l'enseignement des langues vivantes.*

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The Bulletin of the New England Modern Language Association, IX, May—Ernest H. Wilkins, *Italian and Spanish in American Education.* (This paper is so fearless and frank that it deserves an equally frank reply. Mr. Wilkins begins by estimating that the number of students in our schools and universities taking French is 275,000, those taking Spanish number 200,000, those taking Italian, 2,000. Mr. Wilkins would like to see even greater numbers electing French, but would rejoice to see the disparity between the other two languages reduced. "I deplore the increasing tumefaction of the study of Spanish in this country," he says, and proceeds to suggest the proper surgical treatment for an aggravated case. He would deprive students of some of their rights of free election. Deans charged with the duty of enrolling students should constantly favor anaemic Italian courses and bleed the all-too-plethoric classes in Spanish. It is well to study Spanish for commercial reasons, he thinks, but only in avowedly commercial courses. The reviewer shares Mr. Wilkins' lukewarmness with regard to commercial Spanish, but disagrees with his colleague's low estimate of Spanish culture. It is true that Italy's contribution to civilization has been greater than that of Spain; but the genius of Italy has found its best expression in music and art rather than in literature. It may even be true that "no sane critic who knows the several European literatures would rank Spanish literature with Italian or with French in universal value," though the sanest critics are chary of attempting to determine absolute superiority when treating of things unlike in kind. No two literatures are more unlike than those of Italy and Spain. No two better supplement one another. Each is strong where the other is weak. Italian literature is relatively weak in balladry and the popular epic, the novel, and the drama, the three genres which appeal most to our students. Spanish literature is relatively weak in lyric poetry, criticism and philosophy. Dante and Cervantes offset one another. Both would be included in a list of the world's twelve greatest authors. Italian has a longer list of great poets; Spanish, more distinguished novelists. One seeks artistry in Italian literature; one turns to the Spanish for homely realism, humor and romance. Spanish is naïve, Italian sophisticated. When dealing with literatures so opposite, it is futile to argue that the one is better than the other. De gustibus non disputandum. Nor is any useful purpose served by an attempt to exalt one subject by belittling another. Both languages should be studied, and by large numbers.

Mr. Wilkins finds Italian literature pervaded by a "mellowness in human sympathy that we have not yet attained." If I am not mistaken, this quality is even more characteristic of the Spanish than of the Italian. Start Dante on the topic of Florence, and what becomes of his "mellowness"? Whereas Cervantes was never so good-tempered as when recalling his misfortunes. One of the chief reasons why Spanish is so popular with our students is that they appreciate this same "mellowness of human sympathy," (though they might prefer to call it humor), a quality which few great works of Spanish literature lack. One finds it in full measure in the three great masterpieces of Spanish literature: *El libro de buen amor, the Celestina,* and *Don Quijote;* and few are the recent works which do not strike a similar note.

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Mr. Wilkins strives to prove that Italian is a more favored subject in England than Spanish. He quotes figures provided by the Universities of Oxford and Cambridge, showing that in the years 1913 and 1914 there were four graduates in Italian and two in Spanish and 126 in French. Italian is therefore 200% more popular than Spanish in England! One is surprised that the Italian tradition so ably maintained at Oxford by Moore and Toynbee has produced so little fruit. But these figures are not very illuminating. Few students go to Oxford and Cambridge for work in "moderns." And is it adequate to produce figures to show that only slight interest is taken in Spanish by Englishmen, when no mention is made of the work being accomplished at London by Fitzmaurice-Kelly? The University of London is the center of Spanish studies in England, and next to London stand Liverpool, Leeds, and the other great municipal universities. Furthermore Mr. Wilkins says nothing of the trend toward Spanish which has developed in England since the war began. There is no mention made of the founding of many new chairs of Spanish, nor of the fact that far more instruction is provided in the subject than was the case during the years mentioned. One would like fresher and more inclusive statistics. These would probably show that if we were to emulate English methods, as Mr. Wilkins seems to suggest, we should study more Spanish, rather than less. In Canada, too, where Italian was so long preferred to Spanish, the trend is all away from the former to the latter. In conclusion it should be said that few romance scholars will disagree with Mr. Wilkins' main contention that Italian is all too little appreciated in this country. Let us do everything legitimate to encourage its development. But Spanish teachers can hardly agree that an artificial restriction of their subject will result in an enthusiasm for things Italian. Mr. Wilkins insists that he loves Spanish literature, that he is not attacking a subject but an excess. The distinction is somewhat too subtle to be easily apprehended.) S. M. Waxman, *The Cultural Value of Spanish.* (A very able paper. A protest against the utilitarian trend. "The direct method is an excellent one on paper, but an utter, dismal failure in this country from a practical point of view." Teachers' agencies guide the destinies of our teachers to too great an extent, and school and college officials seem to think that anybody with a general linguistic training is capable of giving instruction in Spanish, hence an economic loss to the community and the discrediting of our subject. Spanish is not easy. It requires years to master the language. Too much is made of the commercial argument?) R. K. Hack, *The Position of Cultural Studies in Schools and Colleges.* R. H. Fife, *The New National Federation.*

The Modern Language Journal, III, 3, Dec.—O. W. Johnston, *University Training of the High School Teacher of Modern Foreign Languages.* C. C. Clarke, *The Phonograph in Modern Language Teaching.* ("The true success of the speech record is in teaching pronunciation, and nothing else should be asked of it.")

4, Jan.—J. Van Horne, *Reading Material Used in College During the Past Five Years in First and Second Year French Classes.* (The relative

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popularity of French Texts.) C. H. Handschin, *Individual Differences and Supervised Study.* O. C. Russell, *The Pronunciation of Spanish "R."* (A valuable article, illustrated with charts.) W. A. Nitze reviews H. D. Palmer's *The Scientific Study and Teaching of Languages,* New York, 1917.

5, Feb.—J. Van Horne, *Reading Texts Used During the Past Five Years in First and Second Year College Spanish.* (Material on the number of pages read during these years. A slight decrease is noted. The relative popularity of text-books. Our two best sellers are *El capitán Veneno* and *El sí de las niñas.*)

6. March—O. H. Moore, *Italian in the High Schools.*

7. April—R. H. Fife, *A National Federation of Modern Language Teachers. Proposed Constitution of the National Federation of Modern Language Teachers.* C. A. Krause, *A Few Suggestions for First-year Spanish and French:* (Is it good pedagogy in first-year work to spend time to bring out these similarities?)

8. May—J. C. Weigel, *The Acquisition of a Vocabulary.* E. S. Ingraham reviews Van Horne's *Tres comedias por Benavente;* also Burnet's *El sí de las niñas por Fernández de Moratín.*

The University of Toronto Monthly, Language Study Number, XIX, 6 June—Peter Sandiford, *Fundamental Problems in Modern Language Teaching.* (The direct method is older than people think. In the teaching of Latin it antedates the grammatical method. Mediaeval students learned their Latin by ear, as a living tongue. There were no grammars worthy of the name. But it may be objected that good Latinity was non-existent in Europe during the Middle Ages. It is significant that the good Latinity of the Renaissance was coincident with the appearance of good grammars.) John Squair, *French in the Educational System of Ontario.* John Macnaughton. *How about the Humanities?* M. A. Buchanan, *A Revival of Interest in Italian and the New Position of Spanish.* (The founding of new chairs in Italian and Spanish in English universities. The enormous development of Spanish studies in Ontario. Spanish is taking the place of German, and is on an equal plane with French. The debt of European literatures to Spanish realism. "But for Spain, the world might still be mooning in romantic, highly idealized, mediaeval fiction, or insipid pastoral romances." To illustrate the difference, the first few lines of Sidney's *Arcadia* are compared with the opening passage of *Don Quijote.* To be quite fair we should admit that numerous parallels to Sidney's "mooning" are to be found in Spanish literature. Sidney was influenced by Montemayor. But it is certainly true that Spain's reaction against this sort of thing was stronger than that of any other country.)

El Panorama para Estudiantes de Español. (Five numbers of this little leaflet have appeared. It is edited by Messrs. Arthur G. Merrill and Juan A. Meana of the Francis W. Parker School, Chicago. It contains easy readings, well annotated, and much material for oral work. There are numerous attractive illustrations. Teachers of Spanish will find El Panorama very useful.)

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The School Review, XXVII, 1, Jan.—H. C. Morrison, *The Supervision of High School Teaching.*

2, Feb.—*Directed Study.*

3, March—R. A. Kent, *University Preparation of Teachers for High Schools.*

5.—W. R. Hirch, *Advantage of the Double-Six Organization.*

Les langues modernes, XVI, 3, July-Sept.—C. Pitollet, *A propos de l'influence française dans l'Amérique du Sud.*

4, Oct.—Ch. Garnier, *Rapprochement universitaire.*

XVII, 1, Jan.-March—A. Koszel, *La "Modern Language Research Association."*

Revue de l'enseignement des langues vivantes, XXXVI, 1, Jan.—(Contains a report of the French Minister of Public Instruction upon Spanish studies, Spanish is now taught in 30 out of 110 lycées. More attention is paid to the subject in the south of France. A chaire magistrale has been established in Spanish.)

2, Feb.—C. Pitollet, *Mort d'Egidio Gorra.*

3, March—C. Pitollet, *Le monument Pérez Galdós à Madrid.*

4, April—Madeleine Fabin, *L'avenir de nos relations intellectuelles avec l'Amérique.* M. S., *Les étudiantes françaises d'Amérique.*

Bulletin of High Points, I, 1, New Series. (This journal now concerns itself with all subjects taught in the New York High Schools. Mr. L. A. Wilkins continues as editor. While the publication has in many ways improved, the very broadening of its scope makes it of less interest for our specific field than formerly.) F. A. Rexford, *Farm Service of High School Students.* J. P. Haney, *What Supervision Seeks to do in the Art Department.*

2, Feb.—J. S. Roberts, *The Junior High School.* L. A. Wilkins, *Testing for Ability to Learn a Foreign Language.* (After four weeks, students manifestly unfit for language work should be transferred to alternative courses, but the percentage of those thus transferred should not exceed 15%. Sample tests by which fitness may be determined.)

4, April—L. Kaplan, *The General Organization of the DeWitt Clinton High School.* M. A. Luria, *Teaching the Spanish Subjunctive and the Object Pronouns.* (How these subjects may be taught by a synopsis method.) *Educational Notes: Report of a meeting of the Modern Language Section of the High School Teachers' Association. Realia in Spanish* (Of interest to Spanish teachers.)

5, May—Frederick Martin, *Defects of Speech.* Mary G. Hall, *The New High School Library and Its Possibilities. High Points: Use of Maps in Foreign Language Classes. High School Students of Spanish in Business. Correlating Spanish and Stenography.* (In a sixth-term class students have little difficulty in taking down Spanish dictation in shorthand.) *Weekly Tests in Modern Languages.*

6, June—Abram Lipsky, *Testing for Ability to Learn a Foreign Language.*

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The Modern Language Bulletin of Philadelphia, I, 3, Jan.—Margaret D. Leiper, *The Marking of Papers.* (One formal examination a term sufficient.) Benjamin Reibstein, *The Aim of Modern Language in the High School.* (A person with a well rounded education should have had instruction in language, history, science, mathematics, and art, the five great departments of human knowledge. "The ends to be obtained in the study of a language are to be able to read, write and speak it, and to know the literature, history and social customs of the people speaking the language. If we omit any of these aims, we are not getting the full benefit of the language we are studying." But not everything can be gained in a high school course. The author thinks that first importance should be accorded to reading, second to composition. In the high school course he thinks that history, literature, social customs, conversation, etc., should be treated incidentally, with no special hour or course devoted to them.) *Class-Room Helps—Una Conversación.* (A sample of how students may be made to compose their own Spanish conversation exercises.)

4. March—*The Choice of a Language.* (The claims of French are presented by W. W. Comfort; those of Spanish by R. H. Keniston; those of Latin by W. B. McDaniel.) Emma Haevernick, *The Cultural Value of Spanish.* Rena Rother, *The Anecdote in Beginning Courses.*

5, May—Lora A. Marsh, *Foreign Language Elections.* (An investigation into the reasons which lead high school students to choose a given language. Fifty-five per cent took Spanish for its commercial advantages. One pupil declared "French is for society, and as I have no hopes of entering society, I choose Spanish.")

SCIENTIFIC JOURNALS

Modern Philology, XVI, 11, March—Vicente García de Diego, *Formas regresivas españolas.*

Modern Language Notes, XXXIV, 3, March—E. S. Ingraham reviews Carolina Marcial Dorado's *España Pintoresca* and *Primeras Lecciones de Español.*

5, May—C. P. Wagner, *A propos of fondo en.*

6,—E. Buceta, *Two Spanish Ballads Translated by Southey.* Vicente García de Diego, *Sobre el Español "calavera."* (A very plausible etymology.)

The Modern Language Review, XIX, 1, Jan.—E. H. Tuttle, *Notes on Romanic-Speech History.*

2, April—B. Sanín Cano, *Spanish 'ch.'* (The disputed question as to whether 'ch' represents one or two sounds was solved by reversing a phonograph record. 'Ch' appears to represent two distinct sounds.) V. García de Diego, *Sobre el castellano "majada."*

Publications of the Modern Language Association of America, XXXIV, 1, March—J. Van Horne, *The Influence of Conservatism on the Art of Pereda.* Karl Young, *A New Version of the 'Peregrinus.'*

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Romanic Review, X, 1, Jan.-March—J. T. Medina, *El Lauso de la Galatea de Cervantes es Ercilla.* (Not altogether convincing.) P. A. Means reviews Javier Prado y Ugarteche's *El genio de la lengua y de la literatura castellana y sus caracteres en la historia intelectual del Perú,* Lima, 1918.

The American Historical Review, XXIV, 2, Jan.—W. R. Shepherd reviews W. S. Robertson's *Rise of the Spanish-American Republics as Told in the Lives of Their Liberators.*

The Journal of American History, XII, 1—J. H. Manning, *Cuba, Our Ally.*

3, April—Luis Marino Pérez reviews two publications of the Cortes society, both published in New York, 1917: *Narrative of Some Things of New Spain and of the Great City of Temestitan, Mexico, written by the Anonymous Conqueror, a companion of Hernán Cortes,* translated by M. H. Saville, and *An Account of the conquest of Peru, written by Pedro Sancho, secretary to Pizarro,* translated by P. A. Means. Also I. A. Wright's *The Early History of Cuna, 1492-1586,* New York, 1916.

The Southwestern Historical Quarterly, XXII, 3, Jan.—H. Davenport and J. K. Wells, *The First Europeans in Texas, 1528-1536, II.* (An important study on Cabeza de Vaca.) W. C. Bunkley, *The last Stage of Texan Military Operations against Mexico,* **1843**. E. C. Barker, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832.*

3, April—J. F. Rippy, *Mexican Projects of the Confederacy.* C. E. Chapman, *The Literature of California History.* E. C. Barker, *Minutes of the Ayuntamiento of San Felipe de Austin, 1828-1832.*

The Catholic Historical Review, V, 1, April—Anon., *Ecclesiastical Jurisdiction in the Spanish Colonies.* H. E. Bolton, *Father Excobai's Relation of the Oñate Expedition to California.* Z. Engelhardt, *Interrogatorio y respuestas of Fr. José Señán.* H. I. Priestley, *The Pedro Fages MS. on California.*

Revue des Traditions Populaires, XXXIII, July-Aug.—S. Trébucq, *Contes Basques.* R. A. Laval, *Contes chiliens.*

The Journal of American Folk-Lore, XXXI, 121, July-Sept.—J. Alden Mason, *Porto-Rican Folk-Lore. Décimas, Christmas Carols, Nursery Rhymes, and other Songs.* (The material edited by A. M. Espinosa.)

122, Oct.-Dec.—Adrián Recimos, *Cuentos Populares de Guatemala.* (A number of Pedro de Urdemalas stories and other material.) E. M. Gómez Maillifert, *Supersticiones de la región de San Juan Teotihuacán.* A. Recimos. *Adivinanzas recogidas en México.* G. Gamio, *Leyenda y canción recogidas en México.* A. M. Espinosa, *All Souls' Day at Zuñi Acoma and Laguna.* P. S. Pauer, *Folk-Tales from Mexico—El lagarto.*

Bulletin Hispanique, XX, 2, April-June—P. Paris, *Exploration archéologique de Bolonia (province de Cadix).* G. Cirot reviews A. Paz y Melia's

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El Cronista Alonso de Palencia. Su vida y sus obras; sus Décadas y las Crónicas Contemporáneas; illustraciones de las Décadas y notas varias, Hispanic Society of America, Madrid, 1914.

3, July-Sept.—George Bousor, *Les villes antiques du détroit de Gibraltar.* G. Cirot, *Appendices á la chronique latine des rois de Castille jusqu'en 1236.* G. Cirot reviews R. Menéndez Pidal's *Cancionero de romances impreso en Amberes sin año,* Madrid, 1916.

XXI, 1, Jan.-March—G. Cirot, *A propos d'une édition récente de la chronique d'Alphonse III.* F. Valls-Taberner, *Relacions familiars i politiques entre Jaume el Conqueridor i Anfos el Savi.* A. Morel-Fatio, *Camille Gutiérrez de los Ríos.* G. Cirot reviews Gustave Reynier's, *Le Roman réaliste au xviie siècle,* Paris, 1914. H. Mérimée reviews *Jardinillos de San Isidro. El Isidro, poema castellano de Lope de Vega Carpio,* Madrid, 1918.

Revista de Filología Española, V, 3—R. Menéndez Pidal, *Sobre las vocales ibéricas* e *y* o *en los nombres toponímicos.* Américo Castro, *Alusiones a Micaela Luján en les obras de Lope de Vega.* A Reyes, *Las diligencias de Paravicino.* Gómez Ocerín, *El príncipe de Esquilache.* (Inedited verse and a letter.) The reviews of works on Cervantes which appeared during the centennial year end in this number. Gómez Ocerín reviews A. Bonilla y San Martín's *Entremeses de Cervantes,* Madrid, 1916. F. J. Sánchez Cantón reviews eight works on the supposed portrait of Cervantes. A. Reyes, *Reseña de estudios gongorismos* (1913-1918).

V, 4—C. Michaëlis de Vasconcellos, *Nótulas sobre cantares e vilhancicos peninsulares e a respeito de Juan del Enzina.* T. Navarro Tomás, *Diferencias de duración entre los consonantes españoles.* A. Morel Fatio, *Le Marquis de Marignan.* (A note to an allusion in Cervantes' *La Entremetida.)* R. Menéndez Pidal replies to Mr. Morley's review of his article on the *Roncesvalles.* A. Castro, *Datos para la vida de Lope de Vega.* (Deals with the poetic joust in Toledo, 1608, and Lope's relations with the house of Alba. The discovery of a receipt, signed by Lope, shows that he was serving the Duke of Alba in 1591.) A. Castro reviews Foulché-Delbosc's edition of Quevedo's *La vida del Buscón,* New York, 1917. A. Castro reviews Rosenberg's edition of Armendáriz's *Comedia famosa de Las Burlas Veras,* Philadelphia, 1917. A. P. G. reviews the *Indice de la España Sagrada,* Madrid, 1914.

Classical Philology, XIV, 1, Jan.—C. D. Buck, *Words for 'Battle,' 'War,' 'Army,' and 'Soldier.'* (Much material for the Romance scholar.) E. B. Lease, *The Number Three, Mysterious, Mystic, Magic.*

Zeitschrift für Romanische Philologie, XXXVIII, 6, 1917—A. L. Stiefel reviews Rosenberg's *Las Burlas Veras, comedia famosa de Lope de Vega Carpio,* Philadelphia, 1912. (Stiefel is not convinced of Lope's authorship.) P. de Múgica reviews Rodriguez Marín's *Don Quijote,* Clásicos castellanos edition. A Hämel reviews the contents of the *Bulletin Hispanique,* Vol. XII, 1910.

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XXXIX, 2—L. Pfandl, *Die Comedia Florisea von 1551.* (Bonilla—RH. XXVII, 398—printed this play from the edtition of 1553, stating that the variants in the princeps, Munich, 1551, are without importance. Pfandl prints these variants, showing that they are both numerous and important.) A. Hämel reviews Vol. XIII of the BH.

3—W. Meyer-Lübke, *Zur Wortgeschichte. Prov., kat., ptg. arrancar.* T. Braune, *Prov. grim, fr. Grime, grimer, grimoire, grimaud, sp, ptg., prov. grima.*

5—M. L. Wagner, *Mexikanisches Rotwelsch.* (A study of the slang of Mexico City.) L. Spitzer, *Span. de soslayo.*

Revue des Langues Romanes, LX, I-III, Jan.-July—P. S. reviews Castro and Onís' *Fueros leoneses;* also *La serrana de la vera* (edited by the Señores Menéndez Pidal); also N. A. Cortés' *Casos cervantinos que tocan a Valladolid.* G. Millardet reviews E. H. Tuttle's *The Romanic Vowel-System*—MPH., XI, 3; also O. J. Tallgren's *Glanures catalanes et hispano-romanes,* Helsingfors, 1911-14; also José Gabriel's *Gramática ideológica: nueva oración activa, Nosotros,* IV, 94. Gabriel holds that the *se* in *se alquila casas* is a subject. Hence such locutions are representative of the active, not the passive, voice. The reviewer decides that both method and conclusion are unsound.)

IV-VI.—García de Diego, *Sobre el castellano Chaparrón.* C. Pitollet reviews various works on Spanish-French war relations.

The Bibliographical Society News-Sheet, March—Henry Thomas, *The Output of Books in Spain in the Sixteenth Century.* (The author estimates that during this century there were printed no less than 10,000 editions of Spanish works, on Spanish soil alone. Haebler records 800 for the previous century.)

Revista de Archivos, XXII, Sept.-Dec.—Pío Ballesteros, *Alfonso X de Castilla y la corona de Alemania,* ctd. G. Vázquez Núñez, *El padre Francisco Zumel, general de la Merced y catedrático de Salamanca (1540-1607),* ctd. V. González de la Calle, *Algunas notas complementarias acerca de las ideas morales del padre Juan de Mariana.*

XXIII, Jan.-March—Justo Cuervo, *Fr. Luis de Granada, verdadero y único autor del "Libro de la oración,"* ctd. Cristóbal Espejo, *La renta de salinas hasta la muerte de Felipe II,* ctd. V. González de la Calle, ditto ctd. C. C. A. reviews Ramón de Alós y de Dou's *Los catálogos lulianos,* Barcelona, 1918. (An important bibliographical study.) R. de A. reviews Angel González Palencia's *Indice de la España Sagrada,* Madrid, 1918. J. F. V. S. reviews M. de Oliveira's *La evolución histórica de la América latina,* Madrid, n. d.

The Hispanic American Historical Review, II, 1, Feb.—P. A. Means, *The Rebellion of Tupac-Amura, II, 1780-1781.* C. L. Chandler, *United States Merchant Ships in the Rio de la Plata (1801-1809), as shown by Early Newspapers.* T. de Booy, *on the Possibility of Determining the First Land-*

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fall of Columbus by Archaeological Research. J. A. Robertson. *The English Attack on Cartagena in 1741.* W. L. Schurz reviews J. A. Zalún's *The Quest of El Dorado,* New York. 1917. C. K. Jones. *Hispano-Americana in the Library of Congress.*

2. May—T. Esquivel Obregón, *Factors in the Historical Evolution of Mexico.* C. H. Haring. *Ledgers of the Royal Treasurers in Spanish America in the Sixteenth Century.* H. E. Bolton. *The Iturbide Revolution in the Californias.* H. I. Priestley. *Mexican Literature on the Recent Revolution.* C. K. Jones. *Bibliography of the Mexican Revolution.* J. A. Robertson reviews M. Segundo Sánchez's *Anuario Bibliográfico de Venezuela. 1916,* Caracas. 1917. Ditto reviews J. Bautista de LaValle's *El Perú y la Gran Guerra,* Lima. 1919. Ditto reviews E. L. C. Morse's *Spanish-American Life. A Reader for Students of Modern Spanish,* Chicago. 1917. In the *Notes and Comment* department there is a full statement of the courses in the history of Hispanic America given in universities and colleges of the United States.

Revue Hispanique, XLIII. 104. Aug.—*Romances de Puerto Rico, publicados por* A. M. Espinosa. (Mr. Espinosa has edited the material collected by J. Alden Mason of the Field Museum of Natural History, Chicago. This material is very similar to what has been gathered elsewhere in the Spanish American territory.) G. Desdevises du Dezert, *Les missions des Mojos et des Chiquitos de 1767 à 1808. Tres piezas cidianas. Publicalas Alfonso Serrano.* (An *auto,* a *mogiganga,* and a *pasillo,* all anonymous.) *Poésies attribuées à Fray Luis de León, réimprimées par A. Leforestier.* A. Reyes, *Cuestiones gongorinas. Sobre el texto de las Lecciones Solemnes de Pellicer.* B. Francesch Mulet, *Secret de peixcar tellines y traza de agafar rates. Comedia publiée par Lluis Serra y Riera.* R. Isnard, *Anciens instruments de musique.* A. H. Harrison, *Boquirrubio, II.* U. A., *A propos de sonnets atribués à Francisco de Figueroa, II.* H. Peseux-Richard, *Edad de Março.* (Explanation of a difficult passage in Part II, ch. 8 of Quevedo's *Buscón.)*

105, Oct.—Pero Mexia, *Historia de Carlos Quinto, publiée por J. Deloffre.* (The official chronicle of this reign.)

Boletín de la real academia española, V, 25—Miguel de Toro y Gisbert, *¿Conocemos el texto verdadero de las comedias de Calderón?,* ctd. (The first edition of the *tercera parte.* The 1674 edition of the cuarta parte.) E. Cotarelo, *Dramáticos españoles del siglo XVII: Don Antonio Coello y Ochoa.* (In my article on *Los Yerros de naturaleza y aciertos de la fortuna, a comedia written jointly by Coello and Calderón,* I pointed out for the first time the close relationship between this play and *La vida es sueño,* Romanic Review, Vol. I. Oct.-Dec., 1910. I stated then that it was impossible to decide on existing evidence which of these plays preceded the other. Later, Farinelli, in *La vita è sogno,* was positive in his conviction that *La vida es sueño* was written first. Now Cotarelo maintains the opposite opinion, saying that Calderón would frequently rewrite, singly, a work first

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undertaken in collaboration. He thinks that *La vida es sueño* is a reworking of *Los yerros de naturaleza.* Cotarelo is unaware of what Farinelli has written on the subject and knows only the title of my article. I am still convinced that the question of priority has not yet been determined.) Gaspar Remiro, *Los manuscritos rabínicos de la Biblioteca Nacional.* F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritos españoles de los siglos XVI y XVII,* ctd. José Almany, *De la derivación y composición de las palabras en la lengua castellana,* ctd. J. Alenda, *Catálogo de autos sacramentales historiales y alegóricos,* ctd.

VI, 26—Miguel de Toro y Gisbert—*¿Conocemos el texto verdadero de las comedias de Calderón?* ctd. (Comedias *sueltas* of Calderón in the National Library of Paris.) Daniel Granada, *El Americanismo en los vocabularios español y portugués.* N. Alonso Cortés, *El teatro de Valladolid,* ctd. F. Rodríguez Marín, *Nuevos datos para las biografías de algunos escritores españoles de los siglos XVI y XVII,* ctd. J. Alemany, *De la derivación y composición de las palabras en la lengua castellana,* ctd.

La Paravla, I, 1—(This journal is the official organ of the Barcelona Escola Municipal de Sords-Muts, but will contain phonetic material of interest to philologists.) Germana Raig, *Comentaris a un fonograma,* P. Barnils, *De fonética general.*

POPULAR JOURNALS

The North American Review, Feb.—V. Blasco Ibáñez, *The Curse of Spain.* (An account of the cacique system.)

The Stratford Journal, IV, 1, Jan.—J. L. Pérez, *Boutje the Silent.* M. Joaquín Lorente, *An Expert in Graphology.*

2, Feb.—Mariano Alarcón, *Sons of Adam.*

5, May—Blasco Ibañez Number—Isaac Goldberg, *Blasco Ibáñez, the Man and His Work.* Blasco Ibáñez, *The Abandoned Boat,* translated by I. Goldberg.

The Bookman, March—Irving Ormond, *Mexico's New Poets.*

Quarterly Review, 459, April—Edward Armstrong, *The Empire of Spain.* Sir George Douglas, *The Plays of the Brothers Alvarez Quintero.*

The Living Age, June 21—S. de Madariaga, *Spain in Transition.*

The World's Work, May—W. Gates, *The Four Governments of Mexico. Yucatan—An Experiment in Syndicalism.*

June—W. Gates, *The Four Governments of Mexico. Carranza—"Constitutionalist."* George MacAdam, *Life of Gen. Pershing—The Punitive Expedition into Mexico.*

Journal de l'Université des Annales, XII, 22, Nov.—V. Blasco Ibáñez, *L'ame nouvelle de l'Amérique latine.*

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La Lectura, XIX, 217, Jan.—J. R. Lombaz Pedraja, *Mariano José de Larra (Fígaro) como crítico literario.*

219, March—Ditto, ctd.

220, April —Adolfo Posada, *Pedro Dorado.* Luis Bello, *Las ideas de Costa.*

Cuba Contemporánea, XIX, 73, Jan.—F. García Calderón, *El testamento occidental.* J. C. Zamora, *Política internacional americana.*

74, Feb.—F. García Godoy, *El renanismo de Rodó. Luciaño* de Acevedo, *Los poetas de Cuba juzgado por un norteamericano* (a review of Coester's *The Literary History of Spanish America*). J. C. Zamora, *Política internacional americana.*

75, March—R. Blanco-Fombona, *La revolución de independencia argentina: Las ideas filósóficas.* P. Henríquez Ureña, *La obra de Juan Ramón Jiménez.* Willy de Blanck, *Wilson—Cuba.* Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano.* Julián del Casal, *Una poesía de Casal vertida al inglés (La Perla).*

76, April—Raúl de Cárdenas, *La política de los Estados Unidos en el continente americano.*

77, May—Max Henríquez Ureña, *Al congreso y al pueblo de los Estados Unidos* (a plea in behalf of Santo Domingo). J. Conangla-Fontanilles, *Cataluña y su voluntad.* A Hernández Catá, *Figuras del Romancero: Alvar Fáñez Minaya.*

78, June—M. F. Cestero, *Unidad espiritual y material de las Américas hispana y anglosajona.* J. C. Zamora, *Política internacional americana.*

Helios, I, 1, July, 1918—Millé y Giménez, "*Quevedo y Avellaneda.*" (Interesting points of similarity between the *Buscón*, the *Crotalón*, and the pseudo-*Quijote*. The author wisely considers these mere coincidences.) J. Cajador y Frauca, *Realismo y naturalismo.* (From Vol. VIII of the *Historia de la lengua y literatura castellana.*)

2, Aug.—Francisco Romero, *Eça Queiroz.* J. Millé Giménez, *Un soneto interesante para las biografías de Lope y de Quevedo.* (A very scholarly study of the sonnet beginning: *Vos de Pisuerga nuevamente Amphriso,* written between 1596 and 1602, and dedicated to Quevedo. Lope probably visited Cádiz between these years.) R. Ruiz López, *El paisaje en el Quijote.* (The long description of scenery is lacking, but Cervantes often displays a marked power of evoking a landscape by a happy choice of significant details.)

3, Sept.—J. E. Guastavino, *Wilson.* (A laudatory appreciation of the President.) E. Quesada, *El ideal universitario.* (The university should impart disinterested, scientific culture first of all, and should make utilitarian aims subordinate to its ideal strivings.)

4, Oct.—M. Leguizamón, *Sarmiento esbozado por sí mismo.* M. Domínguez, *Rafael Barret.* J. Cejador y Frauca, *Menéndez y Pelayo.* (From Vol. IX of the *Historia.*)

5, Nov.—J. García Gutiérrez, *Un apostol de los indios en el siglo XVI, El venerable padre Juan González.*

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Bulletin of the Pan-American Union, Oct.—W. A. Reid, *Asunción, Paraguay's Interesting Capital.* B. L. Miller, *Coal Resources of the Americas.* E. Albes, *Paraguay's Oil of Petit Grain.* Anon., *Inter-American Commerce—Before and After the War.*

Nov.—B. J. Pérez Verdín, *Vera Cruz, the Foremost Port of Mexico.* J. A. H. Clark, *The Chilian Nitrate Industry.* P. A. Means, *Inca Institutions: Yesterday and Today.* Georgiana King, *Early Churches of Spain* (Segovia).

Dec.—Dantes Bellegard, *Haiti and Its People.* B. L. Miller, *Wonders of American Mining.* W. C. Well, *Latin-American Trade—A Comparative Survey.* Georgiana King, *Early Churches of Spain* (Avila). Anon., *Reconstruction of Guatemala.*

Jan.—J. de Siquiera Coutinho, *Inauguration Day in Brazil.* P. A. Means, *Contemporary Intellectual Life in the Andean Countries.* F. W. Goding, *General Joseph Villamil.* Anon., *Peanuts in the Americas.* Anon., *Latin-American Foreign Trade in 1917—General Survey.* B. G. Barros, *Two Great Illustrators of Don Quijote in America.*

Feb.—S. P. Verner, *Panama—Past, Present, and Future.* W. C. Wells, *Exporting to Latin America.* Anon., *Teaching Portuguese in the United States.*

March—J. de Siquiera Coutinho, *Glimpses of Brazil and Its River Cities.* Anon., *The First Centennial of the Congress of Angostura.* W. C. Wells, *Exporting to Latin America.* Anon., *Brazilian Government Students in the United States.* J. M. Coronado, *Coal and Oil in Colombia.*

April—M. F. Anzala Samper, *Bogotá, the Athens of South America.* Oliveira Lima, *Impressions of Harvard University.* W. C. Wells, *Exporting to Latin America.*

Inter-America, II, 3, Feb.—Ruy Barbosa, *Brazil in the Hour of Victory.* J. E. Rueda, *Pan-Americanism: Its Political and Economic Aspects.* E. J. Arce, *Early Presentments Regarding the Existence of a Western World.* Jiménez Herrera, *An Historic Day: February 27, 1844.* Jacinto Capella, *Long Life to Don Quijote.* Héctor Díaz Leguizamón, *Brazilian Diplomacy and the War.*

4, April—C. M. Bonet, *Don Quijote and Sancho in America.* Anon., *Chile's Tribute to the Allied Nations.* J. A. Campos, *Two Ecuadorian Sketches.* Ricardo Rojas, *Reflections Upon Argentine Literature.* Gonzalo París, *The Young Writers of Colombia.* Alberto Insúa, *Spanish-American Literature as Judged by a Spanish Writer.*

5, June—Jesús Semprum, *The New Men and the Old World.* E. A. Morales, *The Panama Canal and the League of Nations.* R. Montero Bustamante, *Bruno Mauricio de Zabala, the Founder of Montevideo.* Javier Prado, *The New Era and the Historical Destiny of the United States.* Ricardo Rojas, *The Mysterious Alkaloid* (a novela). Anon., *William Lane in Paraguay.* R. Blanco-Fombona, *The Struggle for Independence in Argentina: Philosophical Ideas.*

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IV. BIBLIOGRAPHICAL NOTES

Our present bibliographical list is very largely composed of Spanish-American titles, and a very interesting list it is. In accord with our policy announced some time ago, we are listing, regardless of the date of publication, all books concerning Spanish-American literature that come to hand. As previously explained, the reason for this is the extreme difficulty of securing accurate bibliographical information concerning works published in South and Central America or by Spanish Americans in Europe. As our lists are always made up from books that are actually in hand, they will at least be free from the inaccuracies that must always appear in titles quoted from other lists.

It will be noted that a considerable number of our titles are volumes of a series entitled "La Cultura Argentina," a series under the general editorship of the distinguished Argentinian philosopher, José Ingenieros. This is an exceedingly valuable collection of the leading works of the great characters who have made Argentinian culture. On some later occasion we shall attempt to give an analysis of the entire set, which already includes some sixty volumes and is still in course of publication.

All our colleges and large high schools should possess the *Obras Completas* of Barros Arana, whose eleven volumes are a kind of encyclopedia of things South American, as will be seen in the following brief analysis of the titles of the separate works: Volumes I and II are devoted to the *Historia de América,* under such subheadings as *América Indíjena, Descubrimiento i Conquista, La Colonia, La Revolución;* Volume III contains *Retórica i Poética;* while Volume IV presents *Nociones de Historia Literaria* subdivided into *Tiempos Antiguos, Edad Media, Tiempos Modernos;* and Volume V is a *Manual de Composición Literaria.* The rest of the work is the part that will perhaps be of most interest and use, since Volume VII contains *Estudios Históricos* and Volumes VI, VIII, IX, X, and XI are given over to *Estudios Histórico-Bibliográficos.*

South American literature suffered a very severe loss last year in the death of the well-known polygraph, Carlos Octavio Bunge, who was one of the outstanding figures of the Argentinian delegation to the Second Pan-American Scientific Congress. José Ingenieros, his friend and companion on that mission, has already included in the series "La Cultura Argentina" one of Bunge's most important works, *Nuestra América (Ensayo de Psicología social).* To this volume, which contains the definitive text of the work, Ingenieros has written a long introduction concerning the life and works of the author. Ingenieros himself is the author of a work on a kindred subject, *Sociología Argentina,* which has recently appeared in its seventh edition. It is a very keen study of the evolution of Argentinian society.

The book by Alberto María Carreño, *Joyas Literarias del Siglo XVII encontradas en México,* which was published in Mexico in 1915, has taken a long time to find its way across the border. It contains, nevertheless, some very valuable material. Among other things, it discusses the authorship of

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the celebrated sonnet, "No me mueve, mi Dios, para quererte." Whether one agrees with his conclusion that the author was Fr. Miguel de Guevara or not, and the arguments are very strong, the work none the less contains a lot of very valuable information.

From the West Indies there are several works of interest, such as Chacón y Calvo's several studies, *Los Orígenes de la Poesía en Cuba*, *Gertrudis Gómez de Avellaneda (Influencias Castellanas)*, *José María Heredia*, *Vida Universitaria de Heredia*, and *Cervantes y el Romancero;* José de Diego's *Nuevas Campañas* (with its discussions concerning the independence of Porto Rico, the union of the Antilles, and Ibero-American solidarity): Zayas y Alfonso's *Lexicografía Antillana* (which will be invaluable to our future American lexicographers).

Although it lies a little bit outside our field, I believe that all our teachers of Spanish will be glad to read the Spanish translation of a recent book, *El Genio Latino y el Mundo Moderno*, by the great Italian historian, Guglielmo Ferrero. It is a very keen study of the development of Latin genius from ancient times to our day and its reaction to modern conditions, including the great world war.

The Uruguayan author who writes under the pen name of Lauxar (and whose identity I have not yet discovered) has just given us a detailed study concerning the personality and literary work of Carlos Reyles, the great Uruguayan naturalist.

From Argentina we have the first volume of what will be an important series of works concerning the history of the administration of justice throughout Hispano-America. This volume, *La Magistratura Indiana*, by *Enrique Ruiz Guiñazú*, contains a historical sketch of the *Reales Audiencias*, together with chapters on Legislation and Caste, Judges of Inferior Courts, Attorneys and Colonial Justice. No one should be misled by the title and think that this book is a dry technical legal discussion. The history of the Spanish administration of Justice in the Americas is intensely interesting. This is true also of Quesada's *Historia Diplomática Latino-Americana*.

The two volumes that we have listed of Guillermo Matta's *Poesías* form the edition that he caused to be printed while he was in Madrid, during his temporary enforced residence abroad.

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V. GENERAL BIBLIOGRAPHY

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JOHN D. FITZ-GERALD

UNIVERSITY OF ILLINOIS

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AN ASSOCIATION PIN

The secretary-treasurer has received several inquiries concerning a pin for the members of the association. Such a pin would have a design like that of the seal of the association which appears on the cover of HISPANIA. In order to get bids from a manufacturing jeweler, it will be necessary to know the approximate number who would buy such a pin, and the price members would be willing to pay. Those who are interested will please communicate with the secretary-treasurer.

DR. ALFRED COESTER,
110 East 184th Street, New York City.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

Of HISPANIA, published six times a year at Stanford University, California, for April 1, 1919.

STATE OF CALIFORNIA }
COUNTY OF SANTA CLARA } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Aurelio M. Espinosa, who, having been duly sworn according to law, deposes and says that he is the editor and publisher of the HISPANIA, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher, The American Association of Teachers of Spanish.

Editor, Aurelio M. Espinosa, Stanford University, California.

Managing Editor, Aurelio M. Espinosa, Stanford University, California.

Business Manager, Alfred Coester, Brooklyn, N. Y.

2. That the owners are the members of The American Association of Teachers of Spanish:

President, L. A. Wilkins, New York, N. Y.

Treasurer and Business Manager, Alfred Coester, Brooklyn, N. Y.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are:

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a *bona fide* owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest, direct or indirect, in the said stock, bonds, or other securities than as so stated by him.

AURELIO M. ESPINOSA.

Sworn to and subscribed before me this 11th day of August, 1919.

[SEAL] WALTER ROGERS.

(My commission expires February 14, 1923.)

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HISPANIA

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THE SPANISH PROGRAM

The progress of Spanish in our schools has been greater than its best friends could have predicted half a dozen years ago. It is becoming popular in the high schools and is receiving a measure of fair treatment as a subject worthy of acceptance among college entrance requirements. Its commercial importance is recognized and its value in fostering closer relationships among the American republics is favorably regarded.

Under such conditions, some of us are inclined to sit back and watch the movement with satisfied unconcern. The feeling that a time-honored law of physics will not only preserve but even accelerate the motion is common. Now that we have a following, it may be thought that we can safely confine ourselves to our classroom schedule and let things take their course.

Such an attitude, however, is nothing short of suicidal in view of the motives which underlie the teaching of languages in the schools. No matter what the weight of the pecuniary benefits derived from foreign languages may appear to be, there are other far more decisive grounds which determine the secure position of languages as school-subjects, and those grounds deserve the more attentive study in that they are, so to speak, intangible and psychological. Unless a solid foundation of those intangible reasons can be laid for Spanish,—paradoxical as this may sound,— and laid in the public mind, the question as to whether Spanish should be taught outside the commercial schools will always have force.

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In the early part of the nineteenth century, prominent colleges such as Harvard, Yale, Columbia, and the University of North Carolina dropped French from the curriculum after a trial of a few years.[1] That it was somewhat later reinstated, goes without saying, but the significant fact is that it was done away with for a space. The basis of this action must have been sentimental and psychological rather than practical. The feeling of schoolmen toward the classical languages must have constituted a contributory cause, also.

An analysis of the present extreme popularity of French and of the former high tide in the fortunes of German will demonstrate that the practical reason assigned for the teaching of modern languages is the first one slighted and most easily neglected and that the intangible motives are the really vital factors.

The commercial argument has never been pushed as far with respect to French and German as it has been with respect to Spanish. The mainstay of the well-wishers of French has been the cultural importance of that language, and the stock in trade of the friends of German has consisted of a mixture of cultural and scientific elements, the latter predominating quite noticeably. However, numerous other considerations have been back of those most commonly adduced, particularly in connection with the widespread teaching of those languages in the high schools. For we must remember that the vast majority of our high school students never get to college, never enter on specialized scientific work, never open a foreign book or read a foreign paper during the rest of their lives, and rarely derive any cultural benefits worthy of the name from their study of foreign languages.

Granted that a foreign language should be taught on account of its broadening effect and as a counterpoise to those natural impulses of provincial superiority and arrogance which characterize insulated nations, it was a foregone conclusion that French should become our favorite foreign language. The liberalizing spirit of France has permeated the western world from time immemorial. French intellectual freedom and artistic preëminence have been constant whether under monarchical or republican auspices. In addition, the stylistic qualities of the French language combined with

[1] C. H. Handschin—*The Teaching of Modern Languages in the United States*, (Bulletin of the U. S. Bureau of Education, 1913), p. 19.

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the unfailing lucidity and wit of French minds have captivated us when heavy wisdom and rough-shod altruism might have proved forbidding. If to these merits we join the sunnier sides of Greek and Roman paganism, transmuted into Gallic terms, the great historical and scientific figures of France, the social leadership of French women, and the invidious distinction attaching to anybody who has even a smattering of the acknowledged "polite language" of the ages, we can understand why French needs no credentials in our country. Without a single one of these advantages, perhaps, it would need no credentials today. Where deep sympathy exists, reasons are superfluous.

German has not enjoyed the natural and unstudied graces of French. Its progress was due to other features than inherent affinity. Nevertheless, by 1870, it was possible for the United States Commissioner of Education to quote: "The German language has actually become the second language of our Republic and a knowledge of German is now considered essential to a finished education."[2]

What brought about this surprising condition? "German efficiency," probably, first of all, and next, the application of common-sense principles of organization, coöperation and coördination. Our great lesson, I believe, lies there, and however regrettable it may be that we should turn to anything German for guidance, we must be willing to profit by experience wherever found, hoping, of course, to assimilate only the good and reject the bad.

The truth is that we have a tremendous mass of inertia and a popular feeling of indifference to work against. We are handling the language of a nation whose unfortunate colonial experiences and luckless military conflicts with our own tend to create feelings of repugnance, if not of scorn; of races whose psychology, social evolution, and contributions toward progress we do not understand and appear to be in no hurry to understand; of peoples whom custom persuades us to look upon as backward. If we are to approach the success which German attained in the face of some difficulties, we must start out with a thorough understanding of the even greater difficulties which we must overcome. German had two powerful allies: a large German population in this country and a habit of pushfulness. Spanish lacks these aids. Whatever

[2] *Cf. op. cit.* p. 38.

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may be done in favor of Spanish must be done for it through a steady appeal, not to the sentiments, but to the reason of the American public; not with reliance on some sudden awakening of affection, but only by the persistent demonstration of merits heretofore ignored and clear advantages to be gained now and in the future.

What we need is a program, a manifesto, a "Preface to Cromwell." We have nothing of the sort. We drift with the tide. If a publisher's agent interested in selling Spanish books asks us to furnish him with ammunition, all that we can do is to allege the commercial and literary transcendence of Spanish,—and we are through.

It happens, however, unfortunately, that inquirers will put such impertinent questions as these: "How many students actually make their living by the Spanish they have learned in the schools?"—a question, to be sure, which can be used with telling effect by the opponents of any language whatsoever. "Has the Spanish world ever produced a surpassing genius in any field? Has any remarkable invention come from Spain? Is there a genuinely powerful Spanish book or drama or opera or oration? Can you point to a world-famous Spanish engineer, chemist, mathematician, physician, artist, poet, zoologist, lawyer, financier, statesman? Have Spanish countries ever had a great university, a great society, a great institution of any sort? Have they ever contributed vitally to the advancement of civilization? Have they not been tyros in government, imitators in the arts, and noncombatants in great causes? What do we owe to Spanish? Why should we study Spanish?"

Are most of us in any position to answer such sharp and justifiable interrogation? I believe not. We cannot even, as a rule, name a single Spanish chemist, a single Spanish engineer, a single Spanish financier, a single Spanish physician. We do not know much about the prestige-value of Spanish, *and it is precisely this prestige-value which is uppermost in any comparisons of the foreign languages as school-subjects.* There may actually be more persons earning a livelihood through their knowledge of Polish or Italian which they did not learn in our schools than there are persons who make a living on the Spanish, French, or German which they learned in our schools; but neither of these conditions matters much,—or has mattered much as yet,—in any discussion of the foreign languages in our curricula.

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It is incumbent on us, then, to prepare answers to the "prestige" questions which the ubiquitous inquirer puts. We, at least, as teachers, should know the answers; and we should try to make such information as commonplace as breakfast-foods. How to do this, we may learn from the Germans. Of course, it would be a great pity if the questions were unanswerable!

The extraordinary vogue of German was largely the result of efficient advertising for *prestige*. The popularity of French, too, has been due to prestige; but it has needed very little active propaganda in our days. French prestige is traditional, and, in general, a spontaneous and unconscious product. German prestige was made. Spanish prestige must be made. There is no other way out.

Looking back on the growth of German, we can realize that it was due primarily to concerted effort. There was a program, and it was as definite as if it had been expressed in so many words. That it was an efficient program, results have proved. That it was a good program for its purpose and that it involved as such no necessarily malevolent consequences, cannot be doubted. Its object was to popularize German; and it did so. A slight review of its main aspects cannot help being profitable and suggestive to us.

Apparently the first desideratum which claimed the attention of friends of German was the necessity of educating the public on the score of the excellence of German productions. Systematic emphasis of the admirable qualities of everything German was undertaken. The poets, the prose-writers, the dramatists, the philologists, the philosophers, the musicians, the scientists, the educators, the statesmen, the social empiricists, the economists, the artists, the *hausfrau,* the peasant, the laborious industrial were lauded to the skies, not once a year, nor one year in many, but everywhere, every day, ceaselessly. We accepted them at the German valuation, We formed "schools" around Kant, Goethe, Beethoven, Schlegel, Haeckel, Koch, Marx, Sudermann, Nietzsche, Viëtor. We absorbed German humor in our newspapers and periodicals and German beer in our rathskeller. We felt safe if we had a German precedent.

Somebody, certainly, was responsible for the German invasion. It began at a date within the memory of men now living and was victorious within fifty years after it had started. It was no more anonymous than a ballad, which is anonymous only because we do not happen to possess the name of the composer or of his emen-

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dator. What part the German government played in arousing enthusiasm by underground means will probably never be accurately known; but it is not at all difficult to conjecture the influence wielded by teachers of German, whether German-born or American-born, whether German by extraction or pure American.

From an amorphous mass of loose connections held together by a few slender strands, the German-language organization developed into an efficient, smoothly-working machine, directed by leaders in different parts of the country and, not improbably, by some master-minds in Germany. Alluring advantages were held out by the German universities. Premature degrees were granted. Converts to German methods were easily won. Our teachers returned with new orientations, eager to apply German devices. The "Direct Method," the "Phonetic Method," the "Play Method," whether originating in German institutions or not, came back with a German tag. Scientific and social experiments were exploited with the ardor of religious revivals. It sometimes seemed that Germany maintained somewhere a huge workshop for turning out novel and dramatic spectacles for the wonderment of ingenuous Americans; the biggest ship, the Zeppelin, the city manager, Socialism, scenic revolutionizing, marvels in chemistry, new philosophies, the Passion Play. German clubs and societies sprang up overnight. German was demanded in the schools of German communities, as a college-requirement, and as a sign of good-breeding and culture. We were German-mad for awhile, and mainly because the Germans were expert advertisers. They got *prestige*. They educated the public. They overcame by the pure force of *prestige* that natural distaste for the language which, because of its print, its script, and its long-winded, involved sentence-structure, the American schoolboy has always felt for it.

No sane partisan of Spanish would want to duplicate these German methods for the objects aimed at by the Germans. On the other hand, no sane partisan of Spanish should refuse them in the good cause of inspiring wider respect for the Hispanic countries and establishing a more intelligent comity between them and the United States. Nor can he fail to take to heart the following lessons taught by the German movement: (1) that the teaching of any language must be backed by a very considerable *prestige;* (2) that the public must be "educated"; (3) that the extent of time required

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for converting indifference into an active demand may be relatively short; (4) that all the agencies which mould public opinion in any locality must be organized and pointed toward the desired end.

That end, in so far as it affects the schools, must be "equal rights for Spanish." We need not care to see it privileged as a requirement. Many of us deny that any great gain in usefulness or culture is involved in the requirement of any foreign language. Some of us believe that our educational scheme would actually be improved by leaving the languages to those who expect to need them and by offering educational courses on the foreign countries in English to the rest of the student body. But whatever the status of the languages may be throughout the country in any particular period, Spanish should stand on a level with the other languages.

It is far from occupying that position as yet. There are too many occasions on which one has to listen to doubts, to defend its worthiness, to apologize. And every one of those incidents springs from the general public ignorance of things Spanish and from *lack of prestige*. If the splendid, virile, sturdy, practical qualities of the French shown during the war have been a distinct revelation to our students of French, how much more, then, must the fine national Spanish qualities be unknown in a country in which Spanish prestige is *nil!*

About the practical value of Spanish, it cannot be stressed too often, we need have no worries. There is a large army of American men and women who are earning their living in Spanish communities and in the United States through their contact with Spanish. Teachers, clerks, stenographers, nurses, business-men, physicians, engineers, directors of physical education, translators, interpreters, traveling salesmen, bankers, military men, reporters, lawyers, government officials, are using their Spanish daily and their number is growing. Whoever doubts the use made of Spanish by Americans should visit Porto Rico, Cuba, or Mexico and be converted. He would meet many thoroughly practical persons who regret that Spanish did not receive more attention in their school-days.

It is the other aspect of Spanish which must give us concern. How shall we demonstrate that Spanish is *worthy*, as French is *worthy?*

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Of late, certain indispensable agencies have begun operations leading to a higher conception of Spanish and of Spanish affairs. Among them may be mentioned our separate association of Spanish teachers with its journal, *Hispania,* the establishment of chairs of Spanish-American history in our universities, the Spanish editions of several popular magazines, *Inter-America,* the Pan-American Division of the Association for International Conciliation, the new historical review dealing with Hispanic America, the interchange of teachers and students, the scientific and sociological Pan-American Congresses, the *Americas* of the National City Bank of New York, the Spanish-American section in certain issues of one or two of our newspapers,—among them, the New York *Sun,*—and, not so recently, the Pan-American Union with its bulletins and its experts, and the Hispanic Museum.

So far, so good. The ice has been broken. However, these agencies have only a limited appeal, for the most part. They are, in general, academic. Their labors must be supplemented in a more popular sense. Before any progressive movement becomes satisfactorily effective, it must enlist the interest of the multitude. The *odi profanum vulgus* is all very well for those who wish to maintain a stiff aloofness, but cannot be the motto of educators. It is imperative that educational matters of any import whatsoever should pass out of the restricted circle of the few into the current usage of the crowd. The mob is despicable or insignificant only when it is ignorant. Civilization is merely the enlightening of the mob.

In order to educate the American public in Spanish affairs, in order to acquaint a larger proportion of our people with the achievements of Hispanic nations and individuals, we are in duty bound to create a new, large, and closely coördinated species of informational machinery. This should include works in English on the historical significance of the Hispanic countries, on their specific merits in art and literature, on their customs and manners, their scientific progress and present status, their advancement in scholarship, their conspicuous men and women, their possibilities as fields of study in botany, zoology, engineering, and agriculture, and the like. Translations of their best books and articles should be infinitely multiplied, and copious reproductions of their scenery, architecture, and works of art should be exhibited widely in the museums and the motion-picture theaters. Above all, these efforts should be pre-

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sented in *popular form*. Public opinion is not public opinion unless it extends beyond the doors of our school-houses.

To bring about effectively a program of this sort, various associations not yet in existence will unquestionably be required. As individuals, we can do a great deal: but we can never hope to meet the demands of the subject without coöperation and organization.

At best, the work will be slow. It should, however, be definite and conscious. During the hundred years since the Spanish-American republics have enjoyed their independence, we have seen fit to ignore both them and their aspirations. Tension of feeling has been rife. The acts of individuals and governments on both sides have time and again hampered mutual understanding. The only antidote is constant education. A world-war may be a quick method of disposing of traditional incompatibilities: but education is much less costly.

One of the particularly vital departments or associations which ought to be established with a local habitation and a name is a Spanish Translation Bureau. English translations of Spanish writings are abnormally scarce. Lack of system is the reigning defect. A chance suggestion to a publisher may be responsible for the appearance of a work by no means to be compared in interest and artistic treatment with hundreds of excellent plays, novels, and poems still untranslated. Occasionally, a gifted translator like Edward Fitzgerald leaves us a priceless legacy in splendid versions of men of genius of the caliber of Calderón. But for the immortalizer of the *Rubaiyat* of Omar, the English-speaking world might have no access to one of the finest of dramatists. Lope de Vega, "the incarnate Spains," owes the few translations of his four or five hundred extant dramas to sporadic admirers. Bretón de los Herreros, Tamayo y Baus, Bécquer, Hartzenbusch, Campoamor, Larra, Alarcón, José Mármol, Pereda, Benavente, the Quintero brothers, and innumerable others whose works abound in qualities appreciated by Anglo-Saxons, are not even names to us, though Henry Gréville, Pauline Craven, Tinseau, and George Ohnet have flourished in English. Moreover, we are totally unfamiliar with the best editorial thought, the scientific and learned studies, and the wit and humor of the Spanish world.

In short, Spanish translation has not increased,—either relatively or absolutely, one is tempted to say,—since the days of Shakespeare.

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We have had to depend for all knowledge of the Spanish countries on the imitations and reworkings of Spanish themes by our notable men of letters, such as Thomas Kyd, Beaumont and Fletcher, Middleton, Dryden, Southey, Byron, Washington Irving, Longfellow, on the small number of books of travel and description, and on the operas and plays usually made known to us through an intermediate source, as "Carmen," "Don Giovanni," "Il Trovatore," "Le Cid," "Le Mariage de Figaro," "Hernani," "Don Carlos."

We need, besides, a Spanish News Bureau for the daily dissemination of Spanish items of interest. The regular appearance of facts of Hispanic import or of Hispanic feature-stories would do more toward cementing Spanish-American friendship than all the Spanish taught in the schools for centuries. The Spanish countries are store-houses for "newsy" and dramatic information, and the exploiter would have to draw on his imagination only when bored by the tedium of realities. A central Bureau could cull and systematize Spanish "news" as the great press associations have been doing with news in general for this long time past. To be without the Associated Press, for example, would be an anachronism today. The moral is obvious. When we speak of educating without making full use of the most immediate, the most proficient, and the most interesting teacher who ever held a chair,—the newspaper,—we slide back into the Middle Ages of stagnation and international ignorance.

As teachers, we speak of instructing our students in Spanish literature. Have we even the minimum wherewithal for doing it? Where are our popular histories of Spanish literature, our treatments of the separate reigns, "schools," centuries, individual writers, "species," currents? What have we but the scholarly Fitzmaurice-Kelly and our own erudite Ticknor? Who has painted the portraits of intense human and literary interest which lie untouched in the unfrequented galleries of Pero López de Ayala, Garcilaso de la Vega, Ercilla y Zúñiga, Hurtado de Mendoza, Lope de Vega, Cervantes, Quevedo, Larra, Espronceda, Bécquer? Who has made Spanish letters live for us? Who has written any inspiring appreciation of Spanish books or authors outside of the very few which have appeared in scholarly periodicals? Who has duplicated for us the fascinating discussions of English literature by Taine and Ambassador Jusserand? Where is the teacher or the student of Spanish literature to go for all those aids which we find

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so comfortably at hand in our study of French or German? How can we do any literary teaching worthy of the name until we have provided the common facilities? They will not come into being of themselves.

It is clear that fostering agents in the spreading of knowledge about the Spanish countries are lacking in whichever direction we turn. That many of them will come in the process of time is a cheering supposition which, however, should not prevent immediate action. Many a cause has been lost because people waited for "events to take their natural course." In the meantime, for practical uses, we need, in addition to what has already been set forth, a Spanish-American University Union, a Spanish-American Lecture Lyceum or *Alliance,* a Spanish-American Bureau of Travel, a Spanish-American *Who's Who,* a Spanish-American "Opportunities" Bureau for the guidance of young and ambitious Americans of both continents, a Spanish-American Survey Department.

In our colleges, we should have courses on Spanish-American affairs conducted in English; and in our high schools, supplementary reading on Hispanic history, civics, customs and manners, geography, heroes, romance. Text-books for these topics have not been produced; but they can be produced and made as enchanting as the stories of ancient mythology or of King Arthur and the Knights of the Round Table. The adventures of the Spanish *Conquistadores,* told in suitable language, could easily compete with the Henty and the Rider Haggard stories. More than that, they would do more for Spanish than our Spanish courses. One of our worst academic errors consists in believing that the only method for conveying information about foreign lands and literatures is through the study of the foreign language. On account of its difficulty and on account of the elements on which stress is laid, the foreign language as taught in schools proves to be a positive hindrance to its own *raison d'être.* Perhaps our schoolmen may some day realize that what we want is less foreign language and more foreign knowledge and understanding.

"There is," the urbane but uninitiated reader may remark, "probably much in what you say. Can you, though, prove the right of the Hispanic countries to so much of our consideration? We are a busy nation, and the world is full of peoples. Granted our growing business with Mexico, Central America, the islands of the American

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Mediterranean, and South America, can you propose any just claims for the Hispanic countries in the arts, sciences, and industries?"

That is ultimately the question which continues to stare us in the face. We may regard it as unfair, but we can settle it only by answering it. It means that we must accept the "prestige" valuation set by two or three European nations preëminent in modern technological development. It means that the largest portion of the globe, including Russia, China, India, and Japan, will have to present similar credentials if its languages are ever to be studied widely in our schools. It means that the United States, if its language were distinct from other prominent languages, would have some difficulty in entering the sacred circle,—though not so much, indeed, today, as fifty years ago. Fifty years have done a great deal for us, and may do a great deal for the Hispanic countries.

The types of investigation which have been going on in European and American universities have been handled in the Hispanic universities, also; government experiments have extended from the huge and undeservedly criticised colonial system of autocratic Spain to the election of the president by the direct vote of the people in Uruguay; mining, engineering, and agricultural projects have demanded the study of experts for centuries; medical science in all its branches has aroused interest from the days of the great Jewish physicians in Spain down to the remarkable task of Dr. Oswaldo Cruz in perfecting sanitary conditions in Rio de Janeiro; astronomy was once a favorite form of research in Spain; certain kinds of industries, such as sword-making, metal-working, weaving, have been carried on with unusual success; financial operations were once very complicated and done on a large scale; military and naval affairs were at one time the best in Europe. That the Spanish world should not have produced its fair quota of uncommon men, illustrious deeds, and both practical and theoretical contributions to civilization, would be an anomaly almost impossible to account for, given the traditional Spanish character, with its blending of the practical and the imaginative, of impulsive energy and indefatigable laboriousness. Lope de Vega, Philip II, the Conquistadores, and Alfonso XIII are of the real Spanish breed.

With only a cursory knowledge of Hispanic affairs outside of literature, I cannot help feeling that some such fragmentary list as the following prognosticates other equally meritorious names and achievements: Don Santiago Ramón y Cajal, one of the most emi-

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nent of modern histologists; Andrés Bello, Milá y Fontanals, Menéndez y Pelayo, Bonilla y San Martín, Menéndez Pidal, the erudite historians of literature, philologists, grammarians, and critics; Alcalá Galiano, Castelar, Sarmiento, the statesmen and orators; Ceán Bermúdez, the archaeologist; Juan de Toledo, Juan de Herrera, Churriguera, the architects; Averroes and Maimonides, the philosophers; Raimundo Lulio, San Ignacio de Loyola, and Santa Teresa, the religious mystics, theologians, and organizers; Alfonso el Sabio, the learned prince and lawmaker; the skilful astronomers who planned the "Tablas Alfonsinas"; the Pinzóns, Juan Fernández, Solís, and Juan de Grijalva, the navigators; Juan de Austria, Carlos V, the Duque de Alba, Gonzalo Fernández de Córdoba, Bolívar, and San Martín, the military leaders; the talented García family,—including the divine Malibran, to whom Alfred de Musset is indebted for one of his finest inspirations,—Pedrell, Saldoni, Vittoria, Guerrero, Bretón y Hernández, the singers, musicians, and composers; Las Casas and Anchieta, the impassioned exponents of humanitarian principles; Pizarro, Cortés, Balboa, Hernando de Soto, Coronado, the explorers and conquerors; Murillo, Velázquez, Zurbarán, Ribera, Goya, Zuloaga, and Sorolla, the painters; Mariana, Gómara, and Vicuña Mackenna, the historians.

Undoubtedly, any catalogue of Spanish men and events compiled today would show a preponderance of soldiers, navigators, imperial and religious executives, artists, and literary men. That is in the nature of the case. The technological era is just beginning for the Hispanic nations. It has not been of very long standing, elsewhere, either. But it is to be presumed that Spanish genius will measure up to this test as it has done to others.

The important thing for us to do is to acquire more information on the extra-military and the extra-literary pursuits of Spaniards. Every Spanish newspaper and periodical in the United States should educate us in this respect. It is only by some such means that we shall be able to rehabilitate Spain and Spanish in the eyes of the world and acquire a portion of that "prestige" which is the dominant educational measurement. Facts may bring respect where ignorance brings nothing beyond good-natured tolerance, at most.

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UNIVERSITY OF NEBRASKA

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SPOKEN SPANISH IN THE UNIVERSITY

The great war, having profoundly affected almost everything else, seems likely also to exert an influence upon modern language teaching. This, apparently, is not to be limited to a stimulation of interest in this or that language, but bids fair to concern itself with methods and emphasis rather than with subject matter. President Butler has been the one, perhaps, to point out most conspicuously this phase of the matter:

> Intelligent youths who have spent three, four, and five years on the study of one or both of these languages can neither speak them easily nor understand them readily nor write them correctly. . . . It is a sorry commentary as to what is going on in our secondary schools and colleges in this respect to learn on the best authority that there are now in France at least 200,000 American young men who, after six months of military activity in France and three or four hours of instruction a week in the French language can carry on a comfortable conversation under ordinary conditions and circumstances with the mastery of a vocabulary of at least a thousand words. On the other hand, many an American college graduate who has studied French for years is as awkward and as nonplussed in a Paris drawing-room as he would be in the driver's seat of an airplane.[1]

Now certain obvious comments might be made upon this, but its general thesis is one which language teachers, however reluctantly, will frankly and honestly accept. It is a fact that most students of foreign languages in this country are unable, after two or three years of study, to express themselves decently in the language they have studied or to comprehend adequately the usual speech of those to whom that tongue is native. This fact has long been admitted by sincere teachers, and constitutes the chief weapon of those who deprecate the amount of emphasis, slight as this is, which has been given to the languages. The legitimate explanations of the circumstance, also, have already been set forth. Lack of time, over-crowded classrooms, insufficiently prepared teachers without foreign residence, incompetent native teachers, varying opinions as to the objects and purposes of language study, etc., all these have become familiar.

Now, however, that the traditional isolation of this country from international affairs seems to be definitely at an end and the fields of

[1] Nicholas Murray Butler, in the *Educational Review*, January, 1919.

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commerce and diplomacy alike are beginning to make manifest their demands and necessities, it is becoming apparent that we who teach languages, if we are not to fail in our duty, must teach our students to speak the language we "profess" or admit that we are incapable of doing so. The plea that our purpose is to do, not this, but something else, will no longer be accepted. The present writer will confine himself to Spanish, which is his own field, but the situation is the same for the other modern languages.

If we may assume that a speaking knowledge of modern foreign languages has become or is soon to become of sufficient importance that institutions of higher education will make a serious effort to impart it, in how far is it possible to teach students of college age to speak a foreign language in two years, without infringing upon the other just demands of a crowded curriculum? The writer will resist the temptation to describe ideal conditions, impossible of realization in any reasonably near future, and confine himself, if he may be pardoned for so doing, to what is being attempted in his own institution.

In the first place, and as the merest preparation for attacking the problem, all the teaching members of the department who are to be concerned with the teaching of the language, as distinct from the literature, must, obviously, speak the language themselves, readily and well, and all classes for the first two years must meet five times a week. Further, we must reconcile ourselves to teaching, during the first two years, the language only, leaving the study of Spain's great literature for those students who proceed in the subject beyond the second year. Still further, every department which possesses more than two teachers should number among them at least one native Spaniard.[1]

Being equipped to this extent, the way to begin is to begin at the beginning. In many departmental schedules one will find perhaps a course in conversation, disguised, very likely, under some other name and open, under restrictions, to advanced students, while in the classes of the first two years, which contain at the very least seventy-five per cent of the students, the spoken language is all but unheard. The theory is, of course, that the pupils must acquire by reading a considerable vocabulary before they can begin to speak. This theory is fun-

[1] That classes should be limited to a number smaller than twenty-five is highly desirable but probably not possible.

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damentally unsound. The person who is already experienced in the language can indeed greatly strengthen and increase his vocabulary by wide reading; the beginner cannot acquire a *spoken* vocabulary in that way. On the contrary, the instructor should begin to speak Spanish to his class the first day, choosing his words, of course, and making perfectly sure that he is understood by everyone. This work requires a certain personal ingenuity and must be judiciously limited in amount.

At this point it is perhaps wise to say that the writer would be quite as rigid in his insistence that the facts of grammar be accurately learned as the most reactionary follower of classical methodology. Without them the student of college age will flounder endlessly in a sea of inaccuracies dotted here and there with set phrases acquired by rote. The grammatical material should be presented and discussed in English, as a saving of time and for the added reason that it does not furnish a subject which the student may be expected to make a very enthusiastic effort to discuss in Spanish. The point involved is that grammar is not, for our present purpose. an end in itself but a means.

Let the instructor never neglect his few minutes of conversation in Spanish with his class, and let him choose the subjects for this from among those most personal to his students and most intimately connected with their every-day life. The dance given the night before by the "Pi Alfs" is a much more stimulating topic of conversation than the mythical adventures of Juan and María as somewhat tediously set forth in the reader. It is astonishing how rapidly students will assimilate Spanish terms for the things that really interest them. It is in this matter of interest that we fail perhaps most often. When the point is reached where the class can be involved in a discussion among themselves, a good bit of the journey. so far as *morale* is concerned, has been accomplished. If the instructor has the blessed gift of humor his task is made the easier. A spontaneous joke told in Spanish which the class catches is not without effect in dispelling the impression of unreality which so often clings to a foreign language in the students' minds. The personal dignity of the instructor will be so entirely a matter of course that he may say what he likes to his class without fear of compromising it. This matter of classroom conversation is difficult only at first, and for that reason should be attacked early. Once started it grows surprisingly easier with every passing month.

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All the common agencies for imparting language instruction, with the exception of grammar, should be made to contribute directly to the end desired, without for that reason losing any of the other valuable qualities that inhere in them. The students will begin early in their course to read simple Spanish prose, which will gradually increase in difficulty as they progress until it becomes the ordinary drama or novel of the present day (however reluctantly, we must leave the classics severely alone in these two years). Now one of the most futile things in all education is the requirement that classes which have conscientiously prepared (by translation) a certain number of pages of a Spanish text should spend the precious fifty minutes of the recitation period in repeating this translation aloud, to the boredom of their teacher and of each other. This practice of translating line after line and page after page is either a matter of habit, or it is the facile refuge of the teacher without initiative or resource. This does not mean that translation is useless or that it has no place in the kind of work under consideration. Merely this—that every time one asks a student to translate a passage he should have a definite object in view. Either the passage itself is difficult, presenting idioms and turns of expression foreign to English modes of speech and not easy to render, or the instructor cherishes a suspicion that a given student has a tendency to take advantage of the situation to neglect his preparation, or some equally cogent reason exists for the exercise. The bulk of the classroom reading should certainly be done in Spanish, and it should be done well from the outset. The natural tendency of the beginner to pronounce the Spanish sentence as a series of words without connection or meaning must be combated vigorously from the start, for once tolerated it quickly becomes established as a habit, when it is very difficult to eradicate. Much repetition by the student, together with frequent demonstration by the teacher during the first few class exercises after reading has been begun will tend to establish instead the habit of reading properly. To further this end, as well as to acquire a certain momentum, the reading of the first year should be as simple and at the same time as interesting as possible, and the students should be constantly trained both for accuracy and speed. By "speed" is meant, of course, nothing beyond the natural *tempo* of ordinary speech or reading in any language. The ability to utter Spanish up to this *tempo*, whether in speaking or reading, is

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a very great help to the understanding of Spanish so uttered, and the practice of doing so will, to some extent at least, save the student that disheartening experience of helplessness in the presence of native speakers of the language which has been so often commented upon.

"Composition," or more properly in the beginning, translation from English into Spanish, should without doubt be prepared in writing, but it should for the most part be presented orally in the classroom, without reference to the written copies, which the teacher may collect and revise at his leisure. The traditional practice in this respect, that of having the work written (or, still worse, copied) upon the blackboard and thereafter corrected by the instructor for the benefit of the class, is not entirely without value, but does not produce results commensurate with the time spent upon it; certainly not, if it is to be repeated day after day. With the exception of written accents, a possible confusion of *b* and *v* (not likely with American students) and the addition or omission of an occasional *h* (also rare), the student who can speak a sentence correctly can be depended upon to write it. The former is certainly the more difficult as it is the more useful accomplishment.

When we reach the point where real composition begins, that is, when the student begins to express ideas of his own in language original with him, the work should, if possible, be placed in the hands of a native Spaniard, who will seek to impress the rudiments of an acceptable Spanish style upon the written essays of his pupils. It has proven practicable to divide the work of the second year into two classes, called respectively "reading" and "composition," the former meeting three times and the latter twice weekly, the membership of the two being the same. Classes may be distributed among instructors, to make the most advantageous use of their several abilities.

Parallel with the work of the second semester of this year may be profitably introduced a class in conversation as such. This class should meet daily, but as practice rather than preparation is the *desideratum*, it should be regarded as somewhat in the nature of a laboratory course, and should not carry to exceed three hours credit.

The objection is anticipated that this program requires the student to devote an undue amount of time to the subject under consideration. Measuring the college course in terms of semester hours, the language which it is desired that the student shall learn to speak will have consumed 23 out of a total of 120 hours. It is not

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thought that the result can be accomplished with less. Nor is it fair or reasonable to expect that it should be. The student who wishes to acquire an adequate grasp of any of the subjects usually taught in universities will hardly expect to do so in less time than this. It is perhaps on this point that criticism of the results of modern language teaching has been somewhat unfair. Does the student who has studied, let us say chemistry, for two semesters really know anything about chemistry in any practical or professional sense? Is he in a position to make use of that science in the field of industry or can he appear with credit in an assemblage of chemists? Hardly so. Our institutions of higher learning are filled with dabblers, and whether they dabble in chemistry or in Spanish makes little difference. Those who wish to make a serious use of some branch of learning will naturally specialize in it to some extent, and the proportion of the four years' course consumed by the program outlined above (somewhat less than one-fifth) might fairly well be called a minimum.

It should be borne in mind that the by-products of these two years of language study (assuming that we are considering the ability to speak Spanish as the main end in view) are not unworthy ones. The student will have had the benefit of the mental discipline provided by a systematic study of grammar; he will have acquired the ability to read—and to translate if he wishes—anything written in modern Spanish; he will have read a certain number of representative works of a great modern literature; he will be well prepared to study that literature seriously if he wishes to do so; he will be able to write acceptably a language second in utility only to English. He is not, of course, a specialist in Spanish, but he does possess certain attainments in that language that are of a positive value. If he cannot give a reasonably good account of himself in the presence of a Spaniard who knows no English, either he is hopelessly dull or his teachers have proved themselves incompetent. By the phrase "to give a reasonably good account of himself" is meant that he can actually converse in Spanish on ordinary subjects, not with perfect fluency nor with absolute accuracy of construction at all times, but sufficiently well to make himself perfectly understood, and that he in turn shall understand whatever is said to him. This much can be accomplished in two years.

ARTHUR L. OWEN

UNIVERSITY OF KANSAS

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INTELLECTUAL RELATIONS BETWEEN SPAIN AND THE UNITED STATES

PLANS PROPOSED BY THE JUNTA PARA AMPLIACIÓN DE ESTUDIOS

[The Junta para Ampliación de Estudios, or Board of Extension of Studies of Madrid, has taken active steps to promote closer intellectual relations between Spain and the United States. A note was directed early in 1919 to the government at Washington, through the Spanish government, wherein were indicated some of the proposed plans for intellectual aid and collaboration. This note was followed by the appointment of a special delegate of the Spanish Ministry of Public Instruction, Señor José Castillejo, who visited the United States during the months of June and July in the name of the Junta. Various universities, colleges, and schools were visited by Señor Castillejo and educators were consulted. The results of his visit were very gratifying, and the two notes which follow were sent to the universities, colleges and schools of the United States before leaving for Spain. The visit of this official delegate of the Junta has aroused much enthusiasm in the intellectual relations between Spain and our country. The plans which are submitted in the following notes are very praiseworthy, and it is to be hoped that the American educators will take active steps toward the realization of the projects. HISPANIA, the official organ of The American Association of Teachers of Spanish, will lend all possible aid. Our teachers of Spanish are deeply interested in all the plans submitted, and their coöperation is certain. In order, therefore, to give the matter in question the necessary publicity, we take pleasure in publishing herewith the two notes which Señor Castillejo has recently sent to our universities, colleges, and schools.—THE EDITORS.]

CHARACTER AND FUNCTIONS OF THE BOARD OF EXTENSION OF STUDIES OF THE MINISTRY OF PUBLIC INSTRUCTION IN MADRID

Since 1907 there has taken place in Spain an important reform movement in general education and in scientific production. There had been fundamental errors in the pedagogical politics of Spain such as (*a*) the making of reforms in the regulations instead of reforming the teaching body, (*b*) the carrying into public instruction of the instability and passions of political life, and (*c*) the maintenance of isolation from the scientific and pedagogical movements in other countries.

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In order to remedy these defects, there was created in 1907 a permanent committee composed of scientific men and of some political men from all the parties, under the presidency of Dr. Ramón y Cajal, the highest scientific authority in the country. There was given to this committee, which is called The Board of Extension of Studies, a certain degree of autonomy and the Parliament has put at its disposal each year resources which now reach the sum of $160,000 annually.

The work which has been accomplished up to the present time by this committee may be grouped under the following general heads:

1. It has sent scholars to study in the universities and laboratories of various countries of Europe and America. Previous to the war the number of scholarships was more than one hundred annually; since the war about thirty. These scholarships are given to professors, scientific men and young graduates of the Spanish universities who desire to complete their preparation in foreign countries. In making the selection there is taken into account the aptitude of the persons and the importance of the studies, without giving any preference whatever for reasons of sex and without taking into account religious or political affiliations. In Rome the Board has organized a Spanish School of Archeology and History, which suspended its work upon the outbreak of the war, and will continue it shortly.

2. It has organized in Madrid several departments of scientific laboratories and seminaries, placing at the head of them some of the best qualified Spanish professors, and grouping about them young people who have distinguished themselves as scholars in foreign countries and Spanish graduates who wish to prepare themselves to go to foreign countries. The work of personal investigation is carried on in these laboratories. The principal departments are: Philology and Literature; Social and Political History of Spain; History of Spanish Art; Arabic and Hebrew Literature; Philosophy; Mathematics; Physics; Chemistry; Physiology; Geology; Paleontology and Prehistoric studies; Zoology; Botany; Histology. These laboratories are being equipped with apparatus and books.

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The results of the research of these laboratories and seminaries and of the scholars are published in books, pamphlets, and periodicals. There have appeared up to the present time more than one hundred and twenty volumes of publications.

3. It has opened in Madrid Halls of Residence for University students. One hundred and twenty men and seventy women students are already living in these halls, and they are provided there not only with lodging and meals but also with libraries, laboratories, and a certain amount of tuition to supplement the teaching given in the University.

4. Under the direction and control of the Board, an official high school has been established in Madrid where new methods, plans of study, and experiments have been introduced. The government wishes this school to be both a laboratory for the reform of the other high schools and a training college for high school teachers. In this new high school the Board has joined forces with the American School for Girls formerly opened in Madrid, and American teachers do the teaching of English language and literature, collaborating in games and in the educational work.

5. In order to meet a growing interest in Spanish language, literature, and art in other countries, the Board has organized in Madrid (*a*) courses in grammar, phonetics, Spanish literature, and Spanish art, dedicated especially to foreigners, one of which courses is given during the summer; (*b*) courses to prepare Spanish graduates who may desire to teach the Spanish language and literature in foreign schools or universities.

The Board of Extension of Studies, desiring to promote closer relations with the United States, has sent to the government at Washington, through the Spanish government, a note in which are indicated some of the forms of reciprocal aid and intellectual collaboration proposed between the two countries.

A delegate from the Ministry of Public Instruction in Madrid has visited several universities and corporations of the United States in order to urge the importance of such relations. As a result of this visit he wishes to submit to the consideration of professors and scientific men of this country some projects which he considers practicable and to ask their opinion concerning them.

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A NOTE TO THE UNIVERSITIES OF THE UNITED STATES SUBMITTING FOR THEIR CONSIDERATION SOME PROJECTS FOR CLOSER RELATIONS WITH SPAIN

1. The Board of Extension of Studies, of Madrid, is prepared to receive in its laboratories and seminaries a certain number of American students, placing at their disposal books, materials for work, and the direction of competent professors. The following departments should be of special interest to such students: Spanish Philology and Literature, History of Spanish Art, Paleontology and Prehistoric studies. In some cases the departments of Geology, Botany, and Zoology will also be of interest. All these departments are dedicated to post-graduate work, furnishing to each student the means and direction for research work.

2. The Spanish universities, in which instruction is given for undergraduates, are open to foreigners who can obtain in them degrees if they pass the required examinations. Students who have passed equivalent examinations in their own country may be excused from those of the university.

3. Some students from the United States can be received in the Residence Halls for students in Madrid where they will live with Spanish students and graduates, receiving board and lodging and the advantages of libraries, games and social life for from $35 to $40 per month. The Residence Hall provides games (football and tennis) and mountain sports.

4. The Board of Extension of Studies has organized in Madrid intensive teaching (three quarterly courses every year), in Spanish grammar, phonetics and literature for foreigners, in charge of specialists. During the summer it maintains a Holiday Course for Foreigners with classes in language and literature, lectures on Spanish life and history, and visits to museums and historical cities.

5. The departments of Philology, Literature, History, Paleontology, and Natural Sciences, of the Board of Extension of Studies, place themselves at the disposition of the universities of the United States in the matter of answering inquiries concerning Bibliography referring to Spanish problems and for the establishment of an exchange of publications.

6. The Board of Extension of Studies would like to receive in all cases, in a permanent form, the catalogues and bulletins of the

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universities of the United States which it keeps at the disposition of Spanish families and professors. In its turn the Board would send to the universities of the United States its reports and its catalogues of publications and courses.

7. If any university of the United States so desires, an exchange of students could be arranged. An American student designated by his university could go to work one or more years in the Laboratories or Seminaries of the Board and in the classes of the University of Madrid, being exempt from all payment of fees and receiving gratuitously board and lodging in the students' Residence Hall. In exchange a Spanish student designated by the Board would have the same advantages in a university of the United States.

8. If any university of the United States so desires, the Board of Madrid could send a Spanish student (man or woman) who would give a certain number of hours of Spanish conversation weekly (either in class or in a "Casa española" similar to the "Maisons françaises" already organized) in exchange for board, lodging, and tuition fees, so as to be able to carry on his studies in some department of the university.

9. If the universities of the United States so desire, the Board of Extension of Studies can give to certain Spanish graduates special preparation in Spanish language and literature and in the use of the English language, so that they may be called as Assistants or Instructors in the teaching of Spanish in the United States. The number of these young people would in any case have to be very small. It would be advisable for them to spend at least one semester in a university of the United States before being definitely appointed. During this semester they could give a few classes in conversation and receive an initial provisional salary. The Board believes it advisable, for the welfare of the teaching in the universities of the United States as well as for the interests of Spain, that these young Assistants should remain in America only a certain number of years and should then return to Spain, being replaced by others.

10. If the universities of the United States so desire, Spanish professors and scientific men could come to the United States periodically to give courses in the Language and Literature, Phonetics, Art, Paleontology, History, social, political, and international problems of Spain. These courses would be given in the universi-

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ties, announced and included in their programs. The greater part of them would have to be given in Spanish. They might consist of series of lectures, followed by questions and discussions, occupying from one to three months. In this way several universities would be able to utilize the lectures successively.

If each university interested in this project will communicate to the Board what would be the subject matter, dates, duration, and conditions required, the Board will combine the various petitions and will be able to offer each year a schedule of courses and lectures.

11. The Board of Extension of Studies will continue to send to the United States scholars who it hopes will be received in the laboratories of the universities and scientific institutions. In order to keep in touch with their conduct and the result of their studies the Board desires to communicate directly with the American professors.

12. The Board desires to invite some American professors to go to Madrid to direct, during a period of several months or a year, investigations and laboratory work in order to teach their methods, especially in sciences such as biology, psychology, physics, etc. For this purpose it will communicate directly with the respective universities, stating the type of work which it desires, the condition of the laboratory and the students, the date, the duration and the economic conditions.

13. In some cases an exchange of professors could be arranged if it happens that the interests of the Board of Madrid and those of the American universities are reciprocal. Then each country would send to the other its own professors, paying their salaries and expenses.

14. If the frequency and importance of the relations between Spain and the American universities should warrant it, the Board will establish in New York a committee composed of Spaniards and Americans and an office which will have for its purpose the furnishing of information concerning the intellectual and artistic life of Spain, the preparation of courses and the exchanges with the United States as well as the direction of Spanish students in America.

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15. If the attempts of the first few years were successful, some form of permanent coöperation and laboratory work could be devised, and the resulting influences going beyond the theoretical sphere would create relations between American and Spanish industries and interests.

* * * * * * *

The Board is desirous of knowing the opinion of the universities of the United States and receiving whatever other suggestions they may consider opportune.

JOSÉ CASTILLEJO,
Delegate of the Spanish Ministry of Public Instruction.

Address in the United States:
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TRANSLATION VS. ORAL PRACTICE: THE STUDENTS' ATTITUDE

Statistics are frequently deceptive; students also are at times inclined to be so, especially when they feel that their answers to certain questions may in some way influence their standing with the instructor. Consequently the statistics given below, based on answers given by students, may or may not prove anything, but they may at least serve to present to us a phase of the students' point of view in regard to instruction in Spanish.

A manifest desire on the part of one of his elementary classes to do considerably more translating than had been the practice in the earlier part of the course aroused recently the writer's curiosity. He decided to find out, if possible, to what degree the students of Spanish felt a preference for translation as opposed to strictly oral work and, incidentally, to learn what purposes were influencing the students in their study of Spanish. Accordingly the following questionnaire was given to all first- and second-year classes:

1. Which do you prefer, translation or oral practice?
2. Do you wish only translation? Why?
3. Do you wish only oral drill? Why?
4. What feature of the Spanish work do you most need—translation, grammar (composition), or oral work?
5. What, briefly, are your reasons for studying Spanish?

The questionnaire was not altogether satisfactory, but served fairly well to get the information most desired. One hundred sixty-one students (105 first-year, 56 second-year) turned in answers. At the outset the students were urged to answer frankly and sincerely, pains being taken to assure them that their answers would not in any way affect their standing. In the following summary of the answers received no effort has been made to keep those of the second year separate from those of the first year, as the divergence of views seemed not great enough to warrant such a procedure.

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	1st Year 105	2d Year 56	Total 161	Per Cent
1. Prefer translation	52	30	82	50.9
Prefer oral practice	40	21	61	37.8
No preference	13	5	18	11.1
2. Wish translation only	25	5	30	18.6
3. Wish oral work only	13	5	18	11.1
Wish both	67	46	113	70.1
4. Desire translation	40	17	57	35.4
Desire grammar	14	15	29	18.0
Desire oral practice	39	16	55	34.1
Desire all three	12	8	20	12.4
5. Utilitarian	52	39	91	56.5
Cultural	9	6	15	9.0
Travel	2	5	7	4.0
Credit	27	5	32	19.8
Interest	11	5	16	9.9
Speaking knowledge	10	....	10	6.2
No specific reason	2	3	5	3.1
Compulsion	1	....	1	.....

In answer to the first question, 82, or approximately 51 per cent expressed preference for translation; 61, or approximately 38 per cent, preferred oral practice, while 18, or 11 per cent, had no choice. Of those expressing a choice, 56.6 per cent preferred translation.

Answering the second question, only 30, or 18.6 per cent, wished translation only, while still fewer, 18, in answer to question three, expressed a desire for oral work alone. Of the total expressing a choice for one or the other exclusively, 62.5 per cent preferred translation. Most students grouped their answers to the second and third questions, as was quite logical in case of a negative to either. As a result of this grouping of answers, 113, or 70 per cent, stated that they preferred a combination of the two features.

The fourth question elicited various replies, some of which could not be rigidly classified. Many students, as was to be expected, expressed a desire for a combination of some of the features indicated, as, *e. g.*, grammar and oral drill. But so far as the classification would allow, 57, or 35 per cent, expressed greatest need for translation, 29, or 18 per cent, for grammar; 55, or 34 per cent, for oral drill, and 20, or 12.4 per cent, felt that they needed all three.

The answers to question five naturally showed greater variation, for few students expressed one single purpose in studying Spanish.

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Most of them had at least two reasons ready at hand, several alleged four or five motives. Classifying them by the first choice we find that 91, or 56.5 per cent, indicated purely utilitarian motives—commerce, correspondence, interpreting, banking, library work, teaching, etc. Thirty-two, approximately 20 per cent, were frank enough to admit that college credit to absolve language requirements for graduation was their sole motive. Fifteen assigned cultural value and sixteen were taking Spanish because of mere interest in language work, especially Spanish. Ten declared a desire primarily to learn to speak Spanish, seven to travel, five had no special reason to assign, and one was struggling with the language under compulsion—paternal authority having intervened.

No generalizations drawn from the above data can be sustained as widely true, for they represent merely the attitude of the students in one institution. Some facts, however, brought out in the answers may be of interest as indicating the students' attitude toward their work in Spanish. Fifty-six per cent—86 per cent if we consider travel, speaking ability, and college credit as utilitarian ends—are studying Spanish for avowedly practical purposes. This number is not striking, for all teachers of Spanish of late have recognized that such were the motives in the great majority of cases. But in view of these utilitarian motives, among which preparation for teaching counts but very slightly, is it not surprising that a majority should express uniformly a preference for translation as opposed to oral practice?

It was thought that this preference for translation would be reversed if the case of only boys were considered. It is likely the experience of language teachers generally that girls show a preference for translation and that they excel in that phase of the work. So it was not surprising that 57.6 per cent of the total number (92) of girls should express a preference of that sort. Of those girls 79 expressed a choice between the two, 53, or 67 per cent, preferring translation. The case of the boys, as was suspected, is different, but not as extremely so as might have been suspected. Of the total number (69) of boys, 50.7 per cent preferred oral practice, 42 per cent preferred translation. Of the boys 64 declared a preference for one or the other, 45.3 per cent inclined toward translation, 54.6 per cent toward oral work.

Mere preference alone would not have so much weight were it not supported by the evidence of a majority—smaller, to be sure—

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expressing greatest need for translation. Much insistence has been and still is laid on direct method which would eliminate translation entirely. But do college students really want such work? The answer implied above would surely seem to be in the negative. The pessimist inquires whether college students know after all what they do want. It may well be that they do not. The question is sometimes debatable, but at least it would seem that we must give them the benefit of the doubt and credit them with some measure of "self-determination" in language aims. Perhaps the eighteen expressing no preference in answer to the first question represent the element of those who do not know what they want.

That students generally recognize the impracticability of learning to speak fluently a foreign language in the classroom seems clearly indicated by the answers to the second and third questions. Here again with those expressing a definite choice between exclusive translation and exclusive oral practice, translation has the better of it. Some allowance must be made perhaps for those who would take translation alone as the line of least resistance, which is undoubtedly a factor in many cases, but of those expressing a preference for translation only two or three did so on the ground of ease. Most felt that they had accomplished something definite and tangible when they had completed a correct translation and that they could measure progress by the increased ease of rendering Spanish into English. But the encouraging part is that contained in the answer of the one hundred thirteen who want neither to the exclusion of the other. Most insist that there is good in both. Here we get a saneness of viewpoint that is wholly commendable and one that may well give pause to the headlong direct-method advocates if with them the desires of the students count for anything. Seventy per cent feel that either translation or oral practice is in itself alone inadequate and that each feature of the work must supplement the other.

The answers to the fourth question quite generally supported those to the second and third questions. Grammar *per se* seems not to be regarded with the highest favor, yet if we combine the twenty who declare a need for all three—grammar (composition), oral drill, and translation—with the twenty-nine who express first desire for grammar, we find that the subject or division is by no means relegated to the place of an outcast. Forty-nine, or 30 per cent, realize that it is a prime essential in the acquisition of a language, and some

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state that with a thorough grammatical foundation they hope to get the other essentials either in college or independently. Some declare that they want a good groundwork on which to build when the opportunity for residence or travel in a Spanish-speaking country comes. If a large majority of our modern-language students could come to realize that it is exactly this sort of preparation that they can hope best to get under present conditions attending modern-language instruction in this country many serious disappointments would be avoided and much ill-founded and unsympathetic criticism directed against language teachers eliminated.

Concerning the motives obtaining in the study of Spanish little need be said. One discouraging feature indicated by the replies is that so few are looking forward to teaching the language. Out of the one hundred sixty-one replies only ten seem to have in view teaching as an ultimate possibility and that, too, in a State institution which annually sends out many teachers into the public schools of the State. This may be, however, only a reflection of the general discouragement given the teaching profession in all branches. An interesting side-light is thrown on the South American question in Spanish by the answers of those interested in Spanish for commercial reasons. Fully 85 per cent of those professing such motives stated that they expected to go to South America to live, to work, or to travel in a business capacity. Only one expected to go to Spain. Thus South America holds first place at present in the interests of Spanish students and efforts directed toward satisfying that interest are undoubtedly filling a popular demand.

As previously remarked, these data and generalizations can not answer definitely any particular question. They are not intended to do so. They are set down as an illustration of the ideas that the students of Spanish at one institution where conditions may be said to be fairly representative hold concerning their work in that language. Only a gathering of statistics along similar lines from over the entire country could likely give us trustworthy bases on which to found conclusions. It is to be hoped that others may be interested enough to conduct similar investigations and publish the results. Some highly interesting material showing the attitude and motives in different localities and sections of the country would thus be obtained.

JOHN M. HILL.

INDIANA UNIVERSITY

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LECTURAS ADECUADAS PARA EL PRIMER AÑO DE HIGH SCHOOL Y DE COLEGIO

Hace tiempo venimos todos interesándonos en los problemas del español y entre ellos no es el de menos trascendencia el siguiente:

¿Cuáles libros son los más apropósito para un principiante bien de high school o bien de colegio?

Hace diez años, con ser infinitamente menor el número de libros publicados para este objeto, el problema no era tan difícil de resolver como lo es ahora.

Hoy día, con el crecido número de alumnos que estudian español en las high schools, se presenta un grupo de estudiantes heterogéneo; la idea comercial persiste y las tendencias a las lecturas *utilitarias* por así decir, se impone en muchas partes.

El número de textos elementales crece con rapidez, de tal manera, que ya el maestro no se encuentra en la situación antigua del pobre que no tiene que escoger el vestido que ha de ponerse porque siempre usa el único que tiene; sino que, adolece de la perplejidad de muchos ricos que no saben ya donde escoger.

El otro día recibí una carta de una discípula mía que hoy es maestra de español en Virginia y decía así:

"Le suplico que me explique la diferencia entre 'First Spanish Reader' de Fulano, el 'Spanish Reader for Beginners' de Mengano y el 'Elementary Spanish Reader' de Zutano. ¿Cuál es el mejor para mi clase?"

Si concedemos que estos libros elementales son buenos, y yo no vengo aquí para declamar en contra del material a mano, el problema se reducirá a ¿cuál es el mejor para mi clase? Porque hemos de conceder que la edad, las inclinaciones, las facilidades mentales y la preparación de nuestros alumnos debe decidir el carácter del libro de lectura que con ellos usemos y la cantidad de lectura conveniente.

Yo he visitado clases de high school en que por no tener los muchachos la suficiente preparación lingüística o por lo tierno de su edad, no veían con gusto el libro de lectura que en otra escuela obtenía éxito halagüeño; pero que para ellos se hallaba lleno de dificultades e insondables abismos.

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Y apropósito de libros para primer año de high school y de la cantidad, aprovecho esta oportuna ocasión para felicitar al Sr. Wilkins y al comité que le auxilió en la preparación de un *syllabus* de la mínima de español.

El plan publicado en el número de Septiembre de 1918, en el provechoso mensual, Bulletin de High Points, que con tanto acierto editaba el Sr. Wilkins, da, en detalle, un excelente y completo curso de estudio de español.

El maestro inexperto, el falto de ideas, o el que desee conocer a fondo los textos más adaptables y las dosis que ha de suministrar a su clase, no podrá extraviarse, ni perder su norma si sigue las ideas cuerdas, imparciales y ventajosas de ese plan de enseñanza y lectura.

Libros de lectura elemental del tipo bien conocido, usado y apreciado de Roessler & Remy; First Spanish Reader (American Book Company): Harrison; Elementary Spanish Reader (Ginn & Co.): Espinosa; Elementary Spanish Reader (Sanborn & Co.): Hatheway-Soler, Easy Spanish Reader (Macmillan Co.), agradan, interesan e instruyen siempre que, se usen como base de conversación, de reproducción y dictado—amenizados con versos, adivinanzas y proverbios; y siempre que sean leídos con detención, saboreándolos por así decir: leídos a fondo, poco a poco, serán necesariamente un buen principio y fundamento para el estudiante de español.

Terminada esa lectura fundamental que ha servido de llave de entrada a la fortaleza española, el maestro sabe ya la índole, inclinaciones y capacidad de su clase y así se decide por textos de una de las dos divisiones siguientes:

I. Comerciales e hispanoamericanos.

1. Wilkins & Luria: Lecturas fáciles (Silver Burdett & Co.).
2. Bergé-Soler y Hatheway: Spanish-American Reader (Sanborn & Co.).
3. Luquiens: Spanish-American Reader (Macmillan Company).
4. Fuentes y François: A Trip to Latin America (Henry Holt).
5. Harrison: Spanish Commercial Reader (Ginn & Co.).

II. De autores españoles.

1. DeHaan y Morrison: Cuentos Modernos (D. C. Heath).
2. Hills: Spanish Tales for Beginners (D. C. Heath).

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3. Escrich: Fortuna (Ginn & Co.).
4. Alarcón: Novelas Cortas (Ginn & Co.).
5. Becquer: Legends and Tales (Ginn & Co.).

Este último punto es el más difícil de resolver. El mercado está abastecido de colecciones más o menos aptas, de cuentos, trozos y disertaciones de autores castellanos; pero aunque son estas selecciones de exquisito gusto literario y de un lenguaje intachable, muchos de estos textos son difíciles y áridos en extremo.

El estudiante que traduce laboriosamente, palabra por palabra, no percibe las exquisiteces de dicción, y la habilidad asombrosa del autor que sabe revestir sus ideas de ampulosas formas retóricas o de agudas sutilezas idiomáticas.

El estudiante no se siente exaltado ante el calor del fuego inspirador, no; por el contrario, se convierte en un componedor de un desbaratado rompecabezas, cuya aversión a tanto misterio se traduce en odio al idioma que no puede aprender en forma tan obtusa.

Y quiero que conste aquí, y en esto me someto al preclaro juicio de los conocedores de nuestra actual literatura, que hoy día, nuestros escritores de primer orden se expresan en forma más sencilla, más comprensible y más adaptable a nuestros libros de trozos escogidos, quiero decir, que en España estamos en un período de evolución literaria, y que es necesario que presentemos esa evolución de estilo y de idea al estudiante en los libros modernos.

Cercano está el día en que leamos a Azorín, a del Valle Inclán, Unamuno, Pío Baroja, y otros, los cuales interpretan en forma clara y vibrante a la España actual, y hablan en el castellano del siglo XX.

Los libros de la América española son necesarios, nos interesan, nos agradan y hasta nos halagan. . . . En ellos vemos el reflejo de España, el resurgimiento de un país que aquí vive y aquí late: dichos libros han de servir ellos para la más fácil y rápida comprensión de este gran pueblo americano y las naciones florecientes de Hispano-américa.

Es evidente que la enseñanza del español tiene hoy su porvenir asegurado, se le brindan nuevos horizontes. El estudiante de español podrá pasar aún en la alta escuela, dos, tres, y hasta cuatro años estudiando el idioma. No es necesario pues, llenarle la cabeza y retardar su comprensión e interés en la lengua de Cervantes dándole el primer año lecturas arduas rebosando cumplicados tecni-

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cismos. El principiante siente especial predilección por lo fácil, por lo grato, y a su corta edad le agradan las lecturas llenas de acción, de aventuras, de movimiento, en fin, en las cuales se olvida el esfuerzo, porque la curiosidad en el desarrollo de la trama se impone, prevalece, predomina.

Esto explica el que aún en los colegios adonde llega el estudiante con preparación lingüística, con la cabeza más asentada y las inclinaciones más definidas, tengan los libros difíciles y pesados poca aceptación y sean las lecturas que escogen los profesores en gran parte responsables del éxito o del fracaso de sus departamentos.

Durante el pasado curso visité diez de los colegios más renombrados y noté que mirando al catálogo, sabía de antemano, por los textos, donde iba yo a encontrar más entusiasmo por el idioma.

Para el primer año de colegios hay gran número de libros editados, abundan los cuentos de Pardo Bazán, las novelas de Alarcón, las selecciones de Trueba, Pereda, Valdés, y Galdós. Claro está que muchas de estas historias ofrecen dificultades de estilo y construcción, y abundan en descripciones extensas y en conceptos elevados.

En los colegios, la enseñanza de idomas, aún del español que es una lengua viva, ha venido limitándose, por lo general, a meras traducciones de español a inglés. Y para estas lecturas cualquiera historia era aceptable, sobre todo las de autores de renombre literario. Y se daba el caso en que un estudiante no comprendía el hilo de la historia, ni sabía nada del lugar descrito, pero explicaba, en inglés, con sorprendente acierto, la concordancia del pronombre, los ablativos absolutos y las desinencias irregulares de los verbos neutros . . . Tal y como leíamos a Ovidio a Cornelio Nepote y a Cicerón . . .

Pero aún a los colegios ha llegado la oleada de innovaciones. Hoy día se buscan libros más manejables, más comprensibles para los que empiezan, se procura obtener textos con sabroso colorido local, donde se aprenden costumbres, donde se cuentan tradiciones, donde se conoce la grandeza de un pueblo por la sencillez de su alma y la expresión clara de sus ideas nobles.

Yo enseñé nueve años en colegios y universidades y ¿queréis que os diga el libro que tuvo éxito loco? Me sonrojo al decirlo, pero es cierto: El Final de Norma.

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Lo sé, lo confieso, los incidentes son inverosímiles, las escenas son el producto de una imaginación excesivamente joven y exageradamente febril . . . pero la acción es rápida, las aventuras se suceden con velocidad cinematográfica, y los estudiantes leían con un interés inaudito, incansable.

Pues bien, si hemos de leer tres libros en el primer año de un colegio, busquemos el consabido libro de selecciones, y sean estas vivas, representativas, amenas, como aquellas delicadas páginas que editó Jenkins: Doce Cuentos Escogidos. Busquemos en la primera novela o historia completa algo más que complejas reglas gramaticales e intricados resabios del idioma. El estudiante del primer año agradece que se confíen a su lectura textos instructivos, pero sencillos, textos prácticos; pero de cierta facilidad y de notoria belleza.

No olvidemos que una buena y fácil comedia, es de gran variedad e instrucción para el principiante de colegio, y entre ellas hay hoy día disponibles:

Martínez Sierra: *Teatro de Ensueño* (World Book Company).

Los Quinteros: *Doña Clarines* (D. C. Heath).

Los Quinteros: *La Muela del Rey Farfán* (World Book Company).

Benavente: *El Príncipe que todo lo aprendió en los libros* (World Book Company).

Benavente: *Los Intereses Creados* (D. C. Heath).

Hartzenbusch: *Don Juan de las Viñas* (Ginn & Co.).

Gil y Zárate: *Guzmán el Bueno* (Ginn & Co.).

Martínez de la Rosa: *La Conjuración de Venecia* (Sanborn & Co.).

Larra: *Partes a Tiempo* (American Book Company).

Y para resumir permitidme que os diga, que con los cambios en el campo del español están variando los métodos de enseñanza, y con los métodos cambian los libros. Textos de gran éxito hace diez años van siendo reemplazados por otros más idóneos a las actuales necesidades.

Es esta una época de sinceridades educativas y de cooperación general, y estamos persuadidos de que la lectura de libros de texto para principiantes de high school y de colegio es un punto tan

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vital en la enseñanza, que maestros y editores habrán de sumar sus energías para que la cantidad, cualidad y el método de la tarea tenga por mira la mentalidad, preparación y fines de los estudiantes, y correspondan éstas a nuestras sinceras aspiraciones y al entusiasmo que la enseñanza del español viene despertando en este país generoso, previsor, intelectual, y magnánimo.

CAROLINA MARCIAL DORADO

BRYN MAWR COLLEGE

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HOW I TEACH SPANISH PRONUNCIATION

This paper gives a résumé of my methods of teaching pronunciation. I am hoping to be able to alter and improve them, however, through an increased knowledge of phonetics—a subject I have never before had the opportunity to investigate.

To begin with, I have tried to work on an inductive basis. Drill in pronunciation as such I have not been in the habit of beginning until about the third week. By this time the class has a vocabulary of fifteen to twenty words, comprising the objects in the classroom and a few verbs. No books are as yet in the pupils' hands.

Pupils seem to gain faster if they are working self-consciously toward an aim that is apparent to them as well as to the teacher. For this reason I am willing to give up the better part of, say, two recitations to the following discussions.

1. Varieties of good pronunciation: Note English analogies. Definitely state compromises made. (This is especially necessary where a considerable number of pupils hear Spanish more or less well spoken at home, and who consequently resent any dictatorial attitude.)

2. Value of correct aural image even in silent reading.

3. Value of aural image as making another "track" in the brain.

To save time I will write a rather "patchy" account of classroom procedure from this point on.

1. Point to objects in room and write down names when given —*La ventana, el pizarrón,* etc.

2. Have them pronounced in concert. Then pronounce them yourself. "Are there any sounds much like English sounds?" Write list of such on board, striking them out in the words. "What sounds are unlike English sounds for given letters?" Make similar list. Try to analyze difference, bringing in first consideration of position of vocal organs. (By defining "alveoles" casually for two or three days while entertaining the class with unwonted antics of the tongue—by so doing one "sneaks up" on the new words and they are learned without much difficulty when set as formal lesson.)

3. Pronounce three or four unknown words bringing in large proportion of sounds discussed; *e. g.,—vengan* for the sounds of

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ventana. Take useful words as far as possible. "How do you think these are spelled?" Write on board. Correct. Pronounce in concert. Note any new sounds in these words—an endless chain effect that fortunately does end. Keep lists in notebooks, at least for time being. I am not sure that I approve of notebooks, after the text is introduced.

4. Every day review work of the day before. In a week or two—depending on the class—you will have covered the alphabet sketchily. Much drill is still needed. Every day put on board word-lists emphasizing particularly one or two sounds. Pronounce in concert first—then singly, beginning with the best or the boldest of the pupils. Be very aggressive in this work. A useful manner is one which the harassed producer of a play naturally adopts. "No! Get that now and forever! Say it five times! Do you know that you know it?"

5. Begin memorizing little couplets and proverbs. "En boca cerrada no entran moscas" is popular. Pay particular attention—at least a minute or two a day—to *rr*. Let them trill, as almost everyone can, continuously. Then introduce some "trabalenguas." Voiced and voiceless sounds can receive some attention. Little experiments with the windpipe and the ears lend a certain charm. Along with other incidentals open and closed *e* and *o* may be introduced. They do not seem a great stumbling-block. First—"What is a closed syllable?" This is perfectly easy if the teacher divides the words. "In such instances *e* sounds about as in *let*," etc.

All this time other work goes on. Four to six weeks after school opens they have their books. I have had a review from the introduction of the Espinosa-Allen Grammar. The alphabet can now be formally learned. Assign it one day and ever afterward have them spell a line or two—usually in a "free-for-all." They learn it with no impossible effort. Clean up the subject of *o* and *e*, using catchword. "Open syllables and vice-versa!"

As for the rest of the year—have definite returns to the rules of the introduction about every eight or ten weeks, but practice all the time. In assigning a lesson have them practice reading slowly and correctly at sight. I have usually picked out some one little paragraph to be read perfectly the next day. This has given better results than simply assigning the whole new passage for reading. A variation is to give each pupil his own particular passage. By

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this method one can cover the number of pages required by the university—sometimes taking four or five pages in a day—*for pronunciation alone*. However, on a "reading day" I usually spend ten minutes or so on some little point on which we are drilling.

The difficulties of reading lessons are that many pupils do their studying at school, and hence cannot obey my injunction to do it aloud. The conscientious ones will study Spanish at home or at least will consciously move the lips in reading. However, in every class I have ever had there has always been a certain proportion of more or less able bluffers. With the amount of drill which it would be an injustice not to give the hard-working but less-gifted pupils, the bluffer can stand up and say his piece with no more preparation than he can get coming down-stairs.

Another kind of difficulty is, that if one paragraph is assigned to the whole class the thing is a bore by the time it has been read often enough to test the class's preparation. So far all I have been able to devise are the following little variations:

I. Books closed.

1. Several people read same passage. At end vote which is best.
2. All listen closely. Raise hands at mistake. "Corrector" proceeds.
3. One reads. Others write and read their results.

II. Books open.

1. *2* above.
2. I call on person to take up reading, sometimes in middle of a word. He is to begin exactly where my interruption was made. Always universal laughter at one who fails.

When each person has his own paragraph there is a tendency for the pupils to take their ease during all performances but their own. Sometimes I suddenly stop and have an (1) unprepared person go on, with the "owner" of the passage as critic. (2) Dictation may be used. (3) A pupil after reading his paragraph may ask his classmates questions on the subject matter.

But after all, successful drill depends upon the true assent of the class to the discipline. As I stated at first, I try to make the pupil see his problem entire—(so far as *I* can see it entire). In this way drill changes its aspect. It is no longer a whim on the part of a demon teacher but an essential and ever-lasting element in every activity.

GRACE LEADINGHAM

SAN FERNANDO HIGH SCHOOL
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AN EVERYDAY SPANISH VOCABULARY

One of the difficult problems of learning a foreign language is to acquire vocabulary; not only a sight vocabulary for reading, or an auditory one, but also a vocabulary that will enable one to express his own thoughts. With people who do not live in a country where they are constantly exposed to new words, it is necessary that they learn them *by conscious effort.* How shall this be done? It can be gained through much reading; but that is a long and hard process, necessitating meeting a word many times before it is retained. This method tends to develop the passive vocabulary and not the others. It seems to me that it is only after the pupil has absorbed a good deal of Spanish that he begins to gain new vocabulary by reading. Another way and a more direct is *the memorizing of word lists.*

After two years of language study a pupil should know many of the names of the objects by which he is surrounded daily, the common adjectives which apply to them, and the verbs which are used with them. The vocabulary should consist of words which occur together—which belong to the same class or group, one of which suggests the other.

For the first two years I followed the same plan but gave the second year longer and more difficult vocabularies. They consisted of nouns, contrasted adjectives, verbs and idioms; sometimes only nouns or verbs; others, the various kinds mixed. Some of the vocabularies are: The class room, relatives, parts of the body, colors, dress materials, clothing, the rooms of a house, the furnishings of the kitchen, dining room, etc.; meals; foods, such as meats, grains, bread, pastry, vegetables, fruits; various trades and stores; in the Restaurant; in the Grocery Store; the Post Office, Theater, and Traveling. In the third year the vocabularies such as the employees of an Office, the Equipment, in a Bank, the beginnings and endings of letters, business phrases, were given.

The above gives an idea of the material covered. As to the way of handling it—with a first-year class I pronounce each word of the vocabulary and have the class pronounce it after me; then I go around the class having each one read a word. The next day

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the vocabulary is written, papers exchanged, and corrected. Conversation follows. If the vocabulary is on the room, the various objects are pointed to and named by the pupil, or such questions asked as ¿Cuántas ventanas hay? ¿De qué color es la pared? etc. When dress goods are studied, the pupils are asked to give the color and materials of the various articles of clothing of those in the class, or a picture of a suit or dress is shown. In the vocabulary on parts of the body, one pupil touches his eyes, ears, etc., calling on some one to name them. Spelling matches are much enjoyed, especially if against another division of the same class and a prize such as a box of candy is offered. Another way is to average the day's spelling grades, writing the average of each class on the board from day to day. The class which at the end of a given period has the lowest average has to entertain the winning class or classes with a party.

Devices suggested by Ruth Henry in *Easy Spanish Plays* are: A word such as "Guadalajara" is put on the board. The pupils are given five minutes to see who can form the most words from it, not repeating letters unless they occur that often in the original word.

Vegetables, minerals, foods, etc., is another game. One of the pupils stands and counts rapidly to six, pointing at some pupil who must name a vegetable, or whatever has been decided on, before the other finishes counting "seis."

After the pupils have learned the vocabulary, by way of review dictation is given.

A day or so after this the pupils write a paragraph using the words in the vocabulary. The second-year class made "catalogs," cutting out pictures of hats, suits, house furnishings, etc., and writing descriptions in Spanish similar to those found in a catalog.

The student who has learned this much is still far from having a flexible every-day vocabulary; but this is at least a beginning. It will save him much reference to the dictionary or vocabulary in reading and will serve as a basis from which he may go on building by further study, conversation, and reading, the particular and more extensive vocabulary he may need.

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AMADO NERVO

Amado Nervo (1870-1919) aparece por primera vez entre el grupo de la *Revista Moderna de México*, a fines del siglo pasado. Era, allí una nueva nota que muy pronto se había de separar de aquel coro; sus inquietudes (lo que frecuentemente se entiende ahora por filosofía) y su arte iban por caminos distintos. Toda su generación fue devota de lo plástico, de lo pictórico, de los Museos de Florencia, de los esmaltes de Gautier, del mundo brillante y espléndido de Heredia. Les aparecía el universo nada más como un regocijo de los sentidos que no llegaba a conmover profundamente la inteligencia; hacia arriba, los sentidos llegaban a las magníficas armonías de oro y colores de los italianos, y hacia abajo a la lujuria estruendosa y decorativa, que ejemplifican *Magna Voluptas* de Rebolledo y *La Bella Otero* de Tablada.

El grupo careció, de críticos y de pensadores, que habrían de venir después, en la generación de Alfonso Reyes; se caracteriza, desde otro punto de vista, por un excesivo cuidado en la forma, por cierta corrección parnasiana, por el dominio de la técnica. De la poesía de entonces dijo don Jesús E. Valenzuela, que estaba con ellos más en la vida que en la literatura,—porque en la literatura no estaba con nadie:

> Mandarines del verso, lo han lapidado
> con gemas que no vieron ni los asirios.
> . . . . . .
> Beben hiel de vampiros a breves sorbos,
> y se han empecatado de Misa Negra.

Pero en ese grupo había de aparecer el poeta extraordinario. Amado Nervo es la realización superior de la *Revista Moderna* y carece, sin embargo, de las características del grupo, tanto en su doctrina como en su técnica. Empezó escribiendo versos decorativos, de inicial de antifonario y cantos místico-eróticos como los pedía el momento; fue bardo de canción y de album; pero hubo siempre en su poesía una inquietud extraña, y esa inquietud era sincera. ¿Hasta qué punto es la sinceridad un factor artístico? Después del naturalismo, que tenía que ver más con la fábula que con la sinceridad, porque buscaba una representación total y suficiente a los ojos de todos, hemos alimentado cariño por las verdades individuales, por las generalizaciones que sólo nos comprenden a nosotros y a nuestras encarnaciones pasadas y futuras. Los poetas viven hoy en una intimidad familiar, y no se avergüenzan de balbucear su mensaje. El que hubiera sido un mediano poeta filosófico se ha conformado con ser un brillante poeta endecasílabo, se refugió con éxito en el hospitalario verso libre. El ambiente es favorable y, como la retórica no impera, todas las puertas están abiertas. Esa sincera inquietud del poeta de *Perlas Negras* es ya precursora de otros modos de ver y de sentir.

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A este poeta le había mortificado encontrar que las cosas son perecederas y que el destino del hombre es insondable. Entre los comensales de Rubens lo delató, como un halo, la tristeza del mortal que ha tenido revelaciones. Citaba entonces las *Horas, Hamlet* y el *Apocalipsis,* y no lo hacía como quien engalana su duda sino como quien la ahonda. Fue descubriendo que el hombre era como un fraude a la creación y que, como dijo Spinoza, la humanidad no es necesaria. El hombre había de retornar a su esencia primitiva, lo que él concebía dentro de un panteísmo elemental, en versos donde charlaban el ave, la fuente y la flor. Se ocupaba, como declaró no hace mucho en hurgar en la entraña del Misterio, y paseaba pensativo frente a la Esfinge y se le cansaban los ojos de mirar los de ella, inmóviles y profundos.

Pero el poeta se fue sintiendo poco a poco amigo de las cosas, y, como quien se reconcilia consigo mismo, las amó religiosamente, llegó a apreciarlas aun por sus mismas culpas y al fin, con una piedad en ocasiones un poco parisiense, su devoción halló generosidad en las culpas porque bajan y viven en el barro,—que es humilde esencia. Recorrió todo un ciclo en el que muchas veces la sinceridad y la elocuencia de los bondadosos era minada por la experiencia y la astucia de los sabios que vivieron hace siglos en la piel de la serpiente, pero, buen discípulo de la vida y de la literatura, fue regando cantos con la insistencia del ave. Es uno de nuestros poetas más variados y, entre los de su categoría, el que deja obra más numerosa. Ha alcanzado más diversidad que nuestros principales cantores, desde Sor Juan Inés de las Cruz hasta Enrique González Martínez, que son con frecuencia monocordes y se mantienen modulando, cada vez con más dulzura, las mismas notas, o cumpliendo sin esfuerzo, maravillosamente, la hazaña de agregar nuevos rasgos a la cera que ya despulió el estilo. En Amado Nervo podéis preferir esta *manera* o aquella pero, si tenéis sentido poético, no lo podéis derrotar con los pretextos de las inclinaciones personales.

El poeta habla primero con un escepticismo inocente para mujeres sin desengaños, charla con una piedad maliciosa y se mira él mismo como un hermano menor resignado, alaba las cosas con una claridad de franciscano, o enzalza las tristezas con la oportuna colaboración de la luna de las fuentes y la música de los viejos claves, y escribe, además, muchas composiciones de una pureza artística que aspira a la perfección. Sus sentidos son finos y adivinan las pulsaciones ocultas con tan maravilloso artificio que, al brotar su canto tan delicado, no nos viene el poeta a la mente más que como "cosa alada y ligera." Yo imagino esos sentidos suyos tan sensibles, como las prolongaciones de seda de las plantas marinas en la transparencia del cristal.

A veces sacrificaba a su sinceridad los afanes del estilo, y su duda era una carga que perjudicaba a su estética. Cuando nos habla de sus inquietudes, todavia febriles de reflexión y deformees como una visión incompleta, nos parece incongruente y pobre de símbolos; pero es que también afronta entonces uno de los problemas más difíciles de la poética. No es un poeta filosófico, pero cuando quiere serlo le acechan todas las dificultades del caso. Las preferencias van, por otra parte, en ello: su generalización cándida, o su balbuceo infantil o su imprecación amable no tienen esa valentia de

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que gustamos ahora y que exigimos a otras formas literarias, y nos sentimos más inclinados a simpatizar con los artistas de arrebatos superiores y trágicos. Pero con amable lentitud nos gana su sosiego y al fin nos conmoverá cuando nos hable mansamente de las cosas y haya en su voz el temb'or de las emoción que denuncia ahora con mayor intensidad las inquietudes que ya no nombra.

En su vida el poeta siguió su lucero interior y ascendió sin precipitación a la cumbre de la serenidad espiritual, en donde, como un Hamlet viejo y bondadoso, sus ojos se anegaron de amor y de luz, y en donde, como cuentan los pájaros que lo alimentaban, su gravedad y su dulzura detenían a los vientos. Así lo encontró la muerte, y así lo perdimos nosotros.

ANTONIO CASTRO LEAL

NUEVA YORK, 1919.

THIRD ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, WASHINGTON, D. C., DECEMBER 27.

COMPLETE PROGRAM WILL APPEAR IN DECEMBER HISPANIA.

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REVIEWS

The Music of Spain, by Carl Van Vechten. New York, Alfred A. Knopf, 1918. 223 pages.

Mr. Carl Van Vechten's book, "The Music of Spain," contains three articles—"Spain and Music," "The Land of Joy," and "From George Borrow to Mary Garden." To these are added copious notes, an alphabetical index, and a few portraits of composers and interpreters. It is a well-written book that might prove useful to all foreigners who take an interest in things Spanish—teachers and scholars as well as artists. Music, especially in its forms of folk song and dance and of middle class *zarzuela,* is so essential a part of Spanish life that no one can understand that life who has not heard Spanish music, or, I might add, who does not sing it, or at least hum it to himself, as people constantly do in Spain.

The book is not complete, nor free from mistakes, nor are most of the data or the impressions in it gathered at first hand; but it is the first attempt in English at a general survey of the field. It is a popular exposition of the subject, and pedants may call it merely journalistic, but any one whose intellectual diet has not been limited to Gröber's *Grundriss* will find that there is method in that madness, that facts are really organized in their presentation, and that, as a last resource, the alphabetical index proves useful.

Mr. Van Vechten's first essay is the only one of the three that the book contains that has a general character. It was written in 1916 and is now reprinted with few changes in the text, but its evidently incomplete information has been supplemented by a series of notes which are two thirds as long as the text of the article.

His epigraph or caption, the famous anti-Wagnerian dictum of Nietzsche, "Il faut méditerraniser la musique," is very apposite. During the last twenty-five years, both unconsciously and from purpose, the musical world has returned to the Mediterranean in search of norm as well as inspiration. The norm has been sought in the study of the musical classics of the Latin countries, the splendid tradition which extends from Victoria and Palestrina to Rameau. The inspiration has been sought in the folk song and dance; also, of course, in the individual invention. It is true that the Mediterranean has not enjoyed absolute domination; the musical curiosity of our day has delved into many places, and we have felt the lure of all forms of novelty and exoticism, and especially of Slavic art. Russian music is not merely "exotic," but a part of its charm undoubtedly lies in exoticism; in what, for want of a better name, may be vaguely called the Oriental suggestion. The two leading "schools" of music at the present moment, the French and the Russian, represent that curious division of our artistic allegiance.

Spain's modern music begins now to attain a measure of foreign vogue, mostly due to France, in the first place, and to the United States, in the second. It enjoys the peculiar, and perhaps fortunate, position of being at

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the same time "Mediterranean" and "Oriental." Its serious types (religious, dramatic, symphonic) have been mostly Mediterranean, the only important northern influences being the Flemish in the religious works of the Sixteenth Century and the German in the instrumental productions of the Nineteenth. The "popular" types are generally supposed to be non-European; but a study of their forms sometimes shows their melodic patterns to be directly connected with Italian, perhaps also with French types. The *zarzuela* is a bridge between the high and the popular types, and often a mixture of both.

In the first part of his first essay, Mr. Van Vechten gives us a rapid survey of the recent events which show that the United States (or, more especially New York) begins to pay attention to Spanish music, and a brief enumeration, which does not aim at exhaustiveness, of European compositions dealing with Spain, with or without the use of Spanish tunes.

The second part is a very short résumé of the history of the classical centuries (Sixteenth to Eighteenth); the third, an extensive account of dance forms; the fourth, a short account of the song; the fifth, a history of the zarzuela; the sixth, a series of biographical sketches of the leading composers of the Nineteenth and Twentieth Centuries. The notes at the end, already mentioned, fill many gaps.

Among the merits of the article I shall mention the following: the judgments passed upon the works of Chabrier, Rimski-Korsakov, Ravel, Zandonai, and Laparra; the definition of the rôle of the classical composers of Spain;[1] the delightful descriptions quoted from Chabrier's letters; the appreciation of the piano music of Albéniz and Granados.

The article on "The Land of Joy" is a vivid description in which enthusiasm blends with a fine discernment of artistic values and technical abilities—the most enjoyable part of the book, if not the most "instructive."

The history of "Carmen" (from "George Borrow to Mary Garden") contains interesting facts about the origin of the story and the first productions of the opera, a very enthusiastic opinion on Bizet's work (concurring with Nietzsche's perhaps exaggerated but admirably reasoned eulogy), and a history of the most important interpretations of the title rôle.

I have left for the end a number of additions, corrections, or differences of opinion. But no more than Mr. Van Vechten do I aspire to completeness.

There is a general shortcoming in the book—the author shows insufficient knowledge, not of the data concerning Spanish music, but of the majority of the Spanish works he mentions. This is pardonable as regards Spanish symphonic or chamber music, or even Spanish operas, because the production of them is not very large and the performances are not frequent, even in

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[1] "The Spanish composers had their full share in the process of crystallizing music into forms of permanent beauty during the Sixteenth and Seventeenth Centuries. . . . Their greatest achievement was the foundation of the school of which Palestrina was the crown. . . . Victoria is the greatest figure in Spanish music, and, next to Palestrina, the greatest figure of Sixteenth Century music."

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Spain. But the zarzuelas, both old and new, are performed every day in any fairly large city where Spanish is spoken. Even in New York during the past few years many zarzuelas have been performed, and these performances have led to the recent and repeated attempts, which are still going on and may succeed in the end, to establish a regular Spanish playhouse in New York for opera, zarzuela and perhaps drama.[1] In California, especially in San Francisco, Spanish performances are frequent.

P. 15. It is interesting to add now to Mme. Pavlowa's Spanish attempts, her ballet entitled "Fantasia Mexicana," recently produced by her company in Mexico City. The theme of the "Fantasia" is a decorative pattern taken from a work of Mexican ceramics, a cup preserved in the National Museum of Mexico. Mexican costumes and dances (such as the *jarabe tapatío*) were, of course, introduced in the ballet, which was the work of Jaime Martínez del Río, Adolfo Best (painter) and Castro Padilla (musician). It may be said, in passing, that Mexico City is a very musical community. Opera has been known there for a century or more, both as an imported amusement (mostly in French and Italian, although there has been a *German* season in *English* by Emma Juch's company, and some of Wagner's dramas always draw crowds, in whatever language they may be sung), and as a phase of national composition (see Don Luis Castillo Ledón's *Los mexicanos autores de óperas*, Mexico, 1910). There is a good symphony orchestra, organized some thirty years ago, and at times there have been two. The permanent one, which is constituted mainly by teachers of the National Conservatory, devoted a special season to Beethoven's nine symphonies in 1910. Debussy, Charpentier, Richard Strauss, Rimski-Korsakov were already familiar names in its programs ten years ago. Chamber music enjoys a surprising vogue. Vocal, piano, violin, and 'cello concerts are frequent, both by native performers and by foreigners such as Paderewski, Hofman, Kreisler, Casals. There is also an interesting output of original work in symphonic, chamber and more especially piano and vocal music. In less ambitious forms of composition, such as songs, dances, and zarzuelas, the activity is much greater. Some of these half-popular works are known abroad, especially the world famous waltz of Juventino Rosas, *Sobre las olas*. The folk song and dance is interesting (there are many transcriptions and imitations of it by M. M. Ponce, a composer of merit), but it does not approach, even by far, the wealth of Spain, either in variety or in character. Good information concerning Mexican musical life may be obtained from Señorita Alba Herrera y Ogazón's book *El arte musical en México* (Mexico, 1916).

P. 18. It might be made clear that the interest in Spanish painting here (or anywhere else, for that matter) is much more than a vogue. An extensive study might be made of the influence of Spanish (old and new) upon American art. Whistler, Sargent, and Chase testify to it.

P. 27. It should be remembered that Iradier is generally credited with the

[1] I understand that Mr. Van Vechten has now written an extensive article, which will appear in one of his books, on the Spanish operas and zarzuelas performed this year in New York.

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authorship of the widely known habanera *La Paloma*. Whether the tune is his, or only the arrangement, I do not know. He is said to have composed it in Cuba or Mexico.

Pages 30 to 33. To Mr. Van Vechten's scattered bibliography of Spanish music should be added the *Siete canciones de amor*, of Martin Codax of the Twelfth Century; the *Cancioneros* of Barbieri and Sablonara, the contents of which represent secular music from the Fifteenth Century to the Seventeenth Century; and the investigations of Turina, Villar, Collet, Villalba, Nin, and Mitjana; also "The Oxford History of Music."

Pages 40 and 41. Miguel Llobet, whose art is admirably described by Mr. Van Vechten, is not the only "artistic" guitar player of Spain. There are a few others. They represent a new movement.

P. 59. One of the best chapters of Troy and Margaret Kinney's book, "The Dance," is on Spanish dancing.

P. 60. "Melodic interest . . . seldom inherent in the folk-songs of Spain." I disagree. It may be a matter of opinion, but I think a careful analysis would yield results. The melodic structure of many Spanish songs is not very "popular"; it was originally "classical," in a sense—that is to say, similar or related to the types which have become classical in the hands of the Italian and French composers. Of course, being sung by the Spanish people, the tunes have caught rhythmical syncopations and dislocations; but many preserve a rich melody, as is the case with the Aragonese and Asturian songs—for instance, "Dicen que está llorando la molinera," sung by La Goya. Some Andalusian tunes seem to me related to the Neapolitan song, which, in turn, is related to Italian opera. M. M. Ponce, in a lecture delivered in Mexico City in 1913, pointed to the Italian origins of a part of the Spanish as well as the Mexican popular music since the Eighteenth Century. The dances sometimes have less defined melody than the songs, but the melodic value of some of them can be proved when one considers that Bizet's habanera in "Carmen" and Saint-Saëns' "Jota" are mere transcriptions.

P. 70. I do not know what the artistic level of musical services in Spanish churches was in the Reverend Lafontaine's time. But I know it to be high in some Spanish-speaking countries. During my own childhood in the city of Santo Domingo (one of the most purely Spanish, as well as the oldest, on the continent), I heard very good music in churches, some of which lingered in my memory long enough to allow me to recognize instantly, in later years, certain airs in Bach's "Magnificat" and in Glück's "Iphigenia in Tauris." Italian and Spanish music of the great centuries was also performed.

P. 77. Out of the vast repertoire of Fernández Caballero (who died in 1906), I would also mention another of his "género chico" works, the delightful "Viejecita." Let it be said, by the way, that the term "género chico" has a very restricted meaning; it is only a zarzuela in one act (although it may have several tableaux), never a mere play, and it is only applied to works written during the last thirty years (or forty, at the most), but not, for instance, to musical plays written in the Eighteenth Century. It is rather comical, indeed, to find Benavente's "Intereses creados" referred to as a work

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of "género chico." I am glad to say that it is not Mr. Van Vechten who is guilty of the error.

P. 120. The dislike of the Spaniards for the French interpretation of Spain seems to be gradually disappearing, and this is due in part to the efforts of modern writers like Azorín, who have pointed out the fine quality of Gautier's and Mérimée's vision. Carmen seems to be a national figure now, in spite of the old complaints, and one of the most popular songs of recent times is entitled "La nieta de Carmen." It begins:

"Tengo el corazón gitano,
tengo el alma trianera,
y llevo en mis venas sangre
de Carmen la cigarrera.

P. 156. To the names of Tórtola Valencia, Pastora Imperio, Amalia Molina, La Goya and Raquel Meller should be added those of La Argentinita (not to be confused with La Argentina), Amalia Isaura, and Nati la bilbainita. Some of them—especially La Goya—are fine interpreters of the Eighteenth Century tonadilla. Amalia Isaura goes farther and interprets Seventeenth Century songs, with words by such poets as Quevedo and Trillo y Figueroa.

P. 193. The name of Pedro García Morales, poet and musician, should be added to the list of leading composers of to-day. Incidentally, let it be said that the Parisian composer, Reynaldo Hahn, is a Venezuelan, his mother having been a celebrated society belle of Caracas. Teresa Carreño was also a Venezuelan.

PEDRO HENRÍQUEZ UREÑA

UNIVERSITY OF MINNESOTA

Primeras Lecciones de Español, by Carolina Marcial Dorado. See HISPANIA, II, 3, 160–161.

"Primeras Lecciones de Español," as seen through the eyes of experience in its daily use with eleven hundred first-year students of Spanish, is a book somewhat different from the one that Miss Ruth Henry describes in the May number of HISPANIA.

Our students come for the most part from the Lower East Side of New York City. They have not, to be sure, a background of culture and previous linguistic attainment upon which to build. At the same time, they have acquired through the school of hard living conditions a rather more mature attitude of mind than is common among more favored children of their years. The average age is thirteen. Our teachers are united in the opinion that "Primeras Lecciones" has revolutionized our first-year work and that its continued use in our school will be a great advantage to the department as a whole, a benefit to teachers and pupils.

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The songs and rhymes may look childish, but verse and music appeal to children of very mature growth. I fancy the charm of Robert Louis Stevenson's jingles and of James Whitcomb Riley's rhymes is quite as potent in the mind of many an adult as it was in childhood.

As for the rhymes, the pupils could not, or course, learn the entire collection by heart. That was evidently not the author's intention. We assign many of them as reading lessons to the entire class; a few are learned by heart. We use others as material for rapid advancement work.

I had some misgivings about the wisdom of using the book with our minor-language classes, composed of girls a year older, with more linguistic foundation, but the verdict of the teachers in charge of those classes has been that while they can cover more ground, the book is none the less interesting to them than to their younger sisters. Not even the girls of fourteen have been "irritated" by the "baby rhymes" and "meaningless songs." We even have a few of the "average sophisticated twelve-year-old Americans." Our children, accustomed as they are to the scenes of a big city's streets and, in many cases, the surroundings of poverty, are pathetically sophisticated for their ages, but no signs of any "irritation" among the sensitive twelve-year olds have so far been manifest.

I quote again from Miss Henry: "Foreign folk-lore is rather wasted on him. Some study of literature must be made before we cast these pearls before him." Do we study English literature before the pearls of Mother Goose are cast before us? Is all our infantile literature a mistake and should simple rhymes be reserved for university courses?

When I first examined the book, I was of Miss Henry's opinion that the verb might be developed more rapidly. I added to the curriculum more tenses of regular verbs in the first half year, more irregular verb forms in the second. The report of the classroom teachers is that the additional work was a mistake, that each lesson is a complete exposition of one small grammatic point, and in that slow, steady progress lies the value of the book; that the added verb-work has proved a burden, not a help.

Is it quite fair to speak of the imperfect of all three conjugations? There are really only two sets of endings to be learned, and they are so very similar that, having learned one, the second is already all but mastered. Inasmuch as the author omits the familiar forms, there are but four endings to be learned for the first conjugation; four more for the second and third; eight in all.

As for the discourtesy in not explaining to the students that the imperfect and preterit may also be called the past descriptive and past absolute, is the lack of courtesy shown toward the teacher, who presumably knows both nomenclatures, or toward the student, who will have difficulty enough trying to distinguish between the uses of the two tenses, without having to learn at the outset two sets of names? Inasmuch as no uniform form of nomenclature has been adopted, it would seem to an impartial observer that one set of terms is as good as another for the thirteen-year old beginner.

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It is true that the book contains more material than a beginners' class majoring in Spanish in the first year of a high school course can well cover, especially as the last lessons contain a great deal of meat. Here again we plan to use those lessons to very great advantage by making them our basis for rapid advancement work in the second half of the year.

As to the illustrations, if we were making a picture of the typical American negro, would we choose the type which we see in our big cities? Probably not. We should portray the real Southern mammy or the darkey of the cotton fields. The world has grown so small that urban population the world over models its dress after one plate. It is only in the provincial districts that differences of dress exist. I have not as yet enjoyed the rare privilege of a trip to Spain, but I fancy that as soon as I left the metropolis behind me I should see in rural communities just what I have seen in the illustrations of "Primeras Lecciones." If I needed any inspiration to arouse in me a longing to visit my castles in Spain the daily teaching of Miss Marcial's book since last September would have provided it in fullest measure.

MEDORA L. RAY

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NOTES AND NEWS

The distinguished Spanish novelist, Vicente Blasco Ibáñez, arrived in New York on the 26th of October. He comes to the United States under the auspices of the Hispanic Society of America, and will lecture in various universities of our country. On November 3d he will lecture at Columbia University on the subject: "What the Progress of the World Owes to Spain." Under the auspices of the Pond Agency he will give also various lectures of a commercial character.

The young Spanish essayist, Ramón Pérez de Ayala, is also now in our country, lecturing in the colleges and universities under the auspices of the International Educational Institute created by the Carnegie Foundation. He lectures on literature and art, both in English and Spanish.

The University of Salamanca is anxious to establish an exchange of pupils and teachers with the schools and colleges of the United States, in the same way as the Universidad Central and the Junta para Ampliación de Estudios. Universities interested in these exchanges should communicate with Professor Federico de Onís, Columbia University.

The activities of the various local chapters of our Association interest us all, but it is not always possible to publish them in full. The editors of HISPANIA have secured the valuable services of Miss Gracia L. Fernández of Utrecht High School, New York, who will be from now on current historiographer of the local chapters, and the local secretaries are requested to send to her all data that may be of interest to HISPANIA readers.

Third Annual Meeting in Washington, D. C., December 27.

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HISPANIA

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DEL SABROSO COLOQUIO QUE TUVO CERVANTES CON D. ALONSO QUIJANO EN EL PURGATORIO

Avanzaba por aquellas vastas soledades, en su postrer jornada. Puestos los ojos en el lejano confín, dorado por los efluvios de una luz celestial, caminaba el viajero. Su rostro aguileño, de frente lisa y desembarazada, nariz corva, barbas de plata, se dilata en la contemplación de aquel remoto confín donde está la bienaventuranza. Camina sin reposo, que larga es la jornada.

—¡Cuerpo del mundo, señor Cervantes!

Sacóle la gran voz de su embelesamiento. Miró y, sin acertar a pronunciar palabra por un buen espacio, pudo ver no lejos otra figura humana, la de un hidalgo de edad madura, de complexión recia, seco de carnes, enjuto de rostro, quien medio corriendo, con los brazos abiertos, llegóse a él para abrazarle.

—¡*Deo gratias,* buen hidalgo!

—Al Señor sean dadas, mi D. Alonso Quijano, que bien veo que es vuesa merced.

Saludáronse con grandísimo contento. Y, entablando la dulce plática que verá quien leyere, juntos prosiguieron la postrer jornada.

—Por buen agüero tengo, mi D. Alonso, haberle hallado en el camino: que iba ya temeroso de jamás alcanzar el bien que tanto buscamos y deseamos.

—¡Que la gracia del cielo nos acorte la jornada!

—¡Plegue a Dios que así sea!

Enmudecieron y, con la mirada siempre fija en el resplandor

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que en la lejanía, a modo de faro celestial, derramaba su difusa claridad por aquellas soledades, continuaron adelante.

—Y dígame por su vida, señor D. Miguel, si es que por ventura no recibe pesadumbre acordándose de las cosas del otro mundo. . .

—Pregunte vuesa merced lo que a bien tuviere.

—¿Ha mucho que vió a mi doña Aldonza Lorenzo?

—Con ella hablé meses pasados en Esquivias. Diviértele mucho su papel de Dulcinea, y gusta de que le lean la famosa historia.

—Mala jugada me habéis hecho en vida, señor Miguel, tornándome en el hazme reír de las gentes. Pero bien sabe el cielo que os perdono.

—¿Por qué lo decís?

—Dígolo, buen hermano, porque hicisteis de mí pintura no muy justa y amable. Ya había anticipado vuesa merced que, aunque pareciera padre, padrastro era de D. Quijote.

—Siempre amé yo a mi D. Quijote, y aun me conmoví con sus desventuras.

—Que me place; pero a buen seguro que me pintasteis de brazo flojo. . .

—Pero en el ánimo, león. Más que César, que ni él arrostraba otros peligros que los que están en el orden de naturaleza, ni entraba en ellos sin pesar sus ventajas y medir su fuerza; mientras yo hice a vuesa merced encararse también con los sobrenaturales, y no reparar ni antes ni después sino en la justicia de sus ideales. Y si César acariciaba y apetecía imperios, para él eran, que vuestras ínsulas para Sancho las quisisteis.

—De triste figura me sacasteis a la luz del mundo.

—Fresco y risueño, de corazón. Y ofensa tampoco hubo en llamarle el caballero de la Triste Figura, que tal nombre le cuadraba a vuesa merced, como a mí también me cuadrara, y tal me puse, cuando arrastraba mi cadena por el baño de Azán-bajá.

—De vuestra pluma salió mi figura en extremo grotesca.

—Grotesca no, mi D. Alonso. De la figura de vuesa merced, que no la llamaré vulgar, pero que nada se diferenciaba de la de muchos hidalgos de la Mancha, hice aquella figura genial donde se junta lo grotesco, sí, del hábito, de la celada de cartón, de la bacía, con lo sublime del corazón.

—Hambriento me pintasteis, además.

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—Pero más hambriento del ideal.

—Me sacasteis, hermano, con tanta fe por demás que a todos causaba risa.

—Por esa fe, por esa candidez en la que, a pesar de vuestro gran entendimiento, un niño os haría entender que era de noche en mitad del día, por esa sencillez de espíritu, Sancho dijo querer a vuesa merced más que a las entretelas de su corazón, y con Sancho, cuantos os acompañen en el curso de vuestra historia; y cual Sancho bueno, Sancho discreto, tampoco se amañarán a dejar a vuesa merced por más disparates que haga.

—Melancólico, por añadidura.

—Eso creo yo muy bien. Salió D. Quijote con esa melancolía de todos los hijos de mi entendimiento: por algo son mis hijos.

—Y lo más grave, seco de cerebro.

—Mas de lozanísima imaginación. Menester me era loco vuesa merced, para que pudiera decir aquellas amargas verdades contra la justicia humana que se me estaban pudriendo en el pecho.

—Menester no era, para ello, llevar a extremos tales mi locura: como aquello de dar fe a la redoma aquella del bálsamo de Fierabrás, y aquello de. . .

—No fué signo de locura, sino de fe—le interrumpió el hidalgo alcalaíno—. Cuando a poco es vuestro entendimiento el que habla, soltasteis la voz a aquellas discretas razones de la dichosa edad y siglos dichosos. . .

—¡Sí, para dar luego en manos de los desalmados yangüeses!

—Lo confieso, hermano: aquello fué doloroso. Por eso vale una lágrima.

—Dígole que por loco, y de remate, vuesa merced me ha hecho pasar, señor Miguel.

—¡Oh, no tanto! Descabalado de sentido ya dije desde un principio que lo era vuesa merced, pero es la verdad que luego, meditando acerca de vuestras aventuras, no me parecisteis tan loco. He visto a vuesa merced en el curso de su historia, loco en las hazañas, mas pronunciando siempre palabras tan bien concertadas, que aun en medio de vuestras locuras parecisteis cuerdo, y siempre sublime. Y cuando vos decís despropósitos, son tan acordados, y vuestras sinrazones tan discretas, que locuras decís envidia de muchos cuerdos.

—Sea en buen hora; mas ¿dióse chifladura mayor que tener

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por la más alta princesa del mundo a mi doña Aldonza Lorenzo? Las otras locuras claramente se ve que son invención de vuesa merced, mas ésta si que me duele por no parecerlo. Y es que al fin de cuentas la más grande chifladura es hacer tantas por una hembra de rostro amondongado, con olorcillo hombruno, sudada y algo correosa cuando ya ahecha hanegas de trigo en el corral de su casa o ya tira a la barra con los mozos en la plaza del pueblo, como cruelmente describe vuesa merced a Dulcinea.

—¡Crueldad notoria! Mas sería eso en rigor demencia, y por atribuírsela, justamente había vuesa merced de reprochármela, si no le hubiera hecho declarar a vuesa merced que princesa quería forjársela; no porque así lo creyera, mas porque para vuestro amor tanto valía como la más alta princesa del orbe, y os la pintabais en la imaginación como la deseabais. Y no os acuitéis, que no más cuerdos suelen ser, en punto tal, los demás enamorados.

—Pero, ¡válame Dios todopoderoso!, que si de eso salimos con buen pie, será para entrar en la aventura aquella de los molinos de viento, que en mala coyuntura y peor sazón se le ocurrió a vuesa merced.

—Allí no se pensaba tanto en lo rematado del juicio de vuesa merced, como en vuestro épico valor. Y si en ella os puse, a buena fe, señor, que también os metí en la aventura de los leones, donde el héroe iluso fué allí héroe real.

—Luego, hermano, me atribuisteis hechos que nunca me acaecieron. Yo que me he leído, como bien dijisteis, cuantos libros de caballerías pude hallar, sé—sin que vuesa merced tuviera necesidad de declararlo—que porque Amadís se retiró a hacer penitencia en la Peña pobre, yo había de hacer penitencia en Sierra Morena. . .

—Dejé ya escrito que cuando un pintor quiere salir famoso en su arte, procura imitar los originales de los más únicos pintores que sabe.

—Y porque D. Florisel de Niquea. . .

—Teneos, no es razón que prosigáis, hidalgo; que si las sobredichas y otras no dichas aventuras no acaecieron a vuesa merced, ni mía fué su idea, paréceme a mí que siempre serán de quien las inmortalice. Recuerdos de viejas lecturas fueron algunas, invención muchas, pero no todo, artificio y traza, que vos debéis de acordaros de otras aventuras cuya verdad no admite réplica ni disputa: aquella, v. gr., con Juan Haldudo el rico, el vecino de

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Quintanar. Ni llamaréis invención la otra que le avino a vuesa merced con los mercaderes toledanos.

—No, por cierto, ¡desdichado de mí!, que aquel malandrín del mozo de mulas me molió y me dejó deshecho.

—Bien se pagó vuesa merced con el vencimiento del vizcaíno.

—Y luego, D. Miguel, ¡donosa cosa!, pretendiendo hacer confesar a todos la sin par hermosura de Dulcinea.

—Pretendiéndolo no habíais de parecer más descabalado de sentido que Suero de Quiñones, Galeas de Mantua, lord Surrey y sinnúmero de caballeros, de los andantes en carne y hueso, no por los libros, por la vida.

—Y me hacéis tomar los mesones por palacios, por princesas las fregonas.

—Eso os cumple; no son vuestras ilusiones lo que os ridiculizan, sino las trivialidades que junto a ellas os pone la vida: vuesa merced sueña con un palacio, y la realidad le pone una venta; sueña con princesas encantadas, y la realidad le pone maritornes o dueñas. Vuestro paso por la vida causar debe tristeza, que no risa.

—¡Medrados estamos! . . . Lo que me cuesta mi trabajico perdonar a vuesa merced, buen hermano, se lo confieso, es que me diérais por vencido de un raspabarbas.

—¡Oh, mi, D. Alonso, y que mal me pagáis en ello! Pecador de mí, y yo que creí pintar allí a vuesa merced más sublime que nunca, cuando vencido, en tierra, molido, teniendo sobre la visera la enemiga lanza, exclama sin embargo, con voz debilitada y enferma: "Dulcinea deel Toboso es las más hermosa mujer del mundo, y yo el más desdichado caballero de la tierra, y no es bien que mi flaqueza defraude esta verdad. Aprieta caballero, la lanza, y quítame la vida, pues me has quitado la honra." Asegúrole a vuesa merced que por esa y otras cosas, D. Quijote irá de lengua en lengua y de gente en gente por toda la tierra, como bien dejélo dicho.

—Sí, vida eterna, para que eternamente se burlen de él.

—Y con la risa en los labios, y el regocijo en el corazón, le amen tiernamente.

—Reparad, mi D. Miguel, que no aludo a quienes con él se ríen, sino a los que riense contra él.

—Ríense de mi D. Quijote, porque los hombres se ríen de la virtud, cuando no alcanzan a comprenderla. En su pequeñez, no pueden levantarse a las altas regiones donde el alma de mi D. Qui-

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jote se mueve. El caballero del ideal que ellos son capaces de concebir, es un Sancho mejorado; no más. Comprenden que se defienda al débil, que se apoye al oprimido, cuando el brazo es fuerte; que séase héroe a ratos; pero no conciben ni el heroísmo constante, ni la defensa del ideal a todo trance, ni el permanente sacrificio, ni el culto de la virtud a diario. Y para ellos, quien mira al ideal primero que a su lanza para defenderlo, y a su escudo para guardarse, es un demente. ¡Oh, sublime demencia!

—¡Y que hasta la castidad de D. Quijote les mueva a risa!

—Si le escarnecen por su virtud, no es D. Quijote el que ha de mudar, rabajándose a la común condición humana, sino quienes le escarnecen, levantándose hasta él. Y tal cual le pinté, no hará vuesa merced perder el seso a ningún caballero, como dije que hiciéronselo perder a vuesa merced los otros andantes caballeros, ni embelesará malignamente a mozos y mozas, ni despertará insanos deseos, ni apartará a nadie de la doctrina santa y cristiana, sino que leerán vuestra vida con gran bien y merced, como más conviene al servicio de Nuestro Señor y de los reinos que allá abajo dejamos.

—Me habéis pintado en verdad, buen hermano, como único caballero andante a quien no verá Dante entre los condenados.

—Bien podéis decirlo, que jamás hice mentir a vuesa merced, como los otros caballeros andantes que aseguran que si mataron tantos y cuantos gigantones de un solo tajo, y quieren dar fe de que, después de muertos, se vieron sanos y buenos por virtud de cierto misterioso bálsamo; ni os hice jamás decir, como ellos, cosa sucia o deshonesta. Salióme vuesa merced pareciendo siempre honesto, fiel y puntual enamorado, sin dar ejemplo de raptos y seducciones, ni de soberbia y descomedimiento, cual los otros andantes caballeros, sino afable, bien pensado y bien criado, como aquel gigante del que por tal motivo decíais mucho bien. No le hago a vuesa merced combatir para entretener la ociosidad, cual se cuenta del duque de Borbón, ni sólo por amor al riesgo, cual Juan de Merlo y tantos otros caballeros de la corte de D. Juan II; ni le pinto cruel con el adversario, como aquel Jacotín, quien, teniendo a su enemigo Mahuot en tierra, le cegó los ojos con arena y le arrancó a bocados las orejas y sacóle los ojos; ni jamás tan pueril-mente ridículo cual cierto extranjero conde de Salisbury, que hizo voto de no abrir el ojo que su dama le cerrara hasta volver victorioso de la guerra. Pintéle a vuesa merced más razonable, más humano y más caballero que los sobredichos y otros muchos

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caballeros que anduvieron por la tierra, y a quienes nadie toma por locos.

—Por cierto que es grande mengua, señor Cervantes, que habiendo yo ganado tal prez en lo espiritual, no la hubiera igualmente ganado en la figura.

—El cuerpo es para los ojos, buen hidalgo; para Dios, el alma. Para los ojos, para los villanos, sean duques o comediantes, parecerá a veces mi D. Quijote grotesco; para los corazones, sublime siempre. Hele dotado de todas las virtudes, sin ninguna de las flaquezas de la carne, y con todo humano: él nunca duda, siempre cree, generoso es hasta el sacrificio, liberal sin tasa, valiente hasta la temeridad; no padece esa desenvoltura erótica de los demás caballeros, siendo muy casto y honesto caballero; no habla, cual los otros, lenguaje hinchado y ampuloso, sino sencillo, cuando no elocuente. Dotado he su ingenio de gravedad o donaire, conforme el caso requiriera; sus consejos, de sabiduría; de distinción e hidalguía, sus modales. Y si fáltale algo, es justamente lo que constituye único patrimonio de los follones y malandrines que sueltos andan por el mundo. Y, en la pintura, levantado he tanto a vuesa merced sobre la ruda tierra, que salisteis caballero de la ilusión, cruzado del ideal, y tal vez en tiempos venideros, cuando grandes virtudes exalten el ánimo hasta la sublimidad, a semejante hombre le llamarán como os llamé a vos, y cuando, entrando en acción, su ilusión y sacrificio rayen en lo sublime, quijotadas acaso llamen las suyas.

—Haráme mucho placer, que vuesa merced me va mostrando en su discurso el otro D. Quijote, el que no logré yo adivinar en su libro, y hónrome muy mucho en haberle servido de modelo.

—Bien puede, mi D. Alonso: que a vuesa merced débole en parte la idea de mi D. Quijote, y con ella la poca o mucha gloria que en el mundo alcance. Llegará un día . . . pero no, que ya lo murmuran las malas lenguas, los doctos: que si tomé por modelo el *Asno de oro* de Apuleyo, que si fué la *Iliada*, que si fué la *Eneida*. Mas todo ello es y será afán . . . de lo que sea, que vaya vuesa merced a averiguarle a los doctos y bachilleres las intenciones!

—¡De toro, señor Cervantes, créame!

—Mas tengo yo por cierto, hidalgo, que si mi libro se salva del olvido será justamente por no parecerse a aquellas ni otras obras. Este hijo seco, avellano y antojadizo, es hijo mío, si bien teniendo a la vista a vuesa merced, y nada tiene que ver con

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los que al mundo de la fama trajeran los Homeros, Virgilios y Apuleyos.

—A lo que a mí se me trasluce, razón lleva vuesa merced.

—Cuando yo he dicho que no sé qué autores sigo en él, ¿cómo han de saberlo los demás? ¿Para qué habíame de andar buscando autores que digan lo que yo me sé decir sin ellos, como estampado dejé? Y esto, si lo dije de lo secundario, repítolo ahora de lo principal.

—No hay duda en eso, mi señor D. Miguel, como no la hay en el objeto que movióle a vuesa merced a escribir la famosa historia.

—¿Desterrar los libros de caballerías, piensa el hidalgo?

—Así lo declaró vuesa merced, y nadie lo piensa. Y la verdad es que no lo entiendo.

—¿Por qué no lo entiende, D. Alonso?

Porque menester no era matar lo que ya estaba muerto.

—Su razón le asiste, señor Quijano, porque es lo cierto que los disparatados libros de caballerías no iban ya tropezando, como afirmé, sino que habían ya caído casi del todo.

—La nueva generación había entronizado en sus gustos la comedia, y tengo para mí que apenas se acordaba de romances pastoriles y libros de caballerías.

—Habla vuesa merced puesto en razón: que fueron los histriones quienes desterraron a los caballeros andantes, aun a aquellos tres que el cura y el barbero salvaron en el escrutinio.

—¿Por qué declaró entonces vuesa merced que para poner en aborrecimiento las disparatadas historias de caballerías, había escrito vuesa merced la suya?

—Ahí está el toque. Cuando yo dejé dicho en el prólogo que era simple y sencilla historia, sabed que lo dije todo. Lo que añadióse después sobre lo de ser invectiva contra los tales libros. fué para que no se confundiera a nuestro D. Quijote con los Amadises, Palmerines y Tirantes, ni a mi libro entre los vanos de la andante caballería; y pensad que, al cabo, no fuí yo quien lo dijo, sino aquel amigo que vino a sacarme de aquellas dificultades que me tenían suspenso y acobardado para dar mi libro a la luz del mundo.

—Empero, vuesa merced descubre repetidas veces so ojeriza contra los libros de caballerías.

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—Cierto, mas lo de ponerlos en aborrecimiento se me ocurrió después: así como no escribí eso sino tras enterrar a mi caballero, fué más tarde también cuando pensé que tal libro mío pudiera llenar semejante fin. Aunque, en rigor, bien asegurasteis que llegaba tarde. Dígole a vuesa merced que mientras iba escribiéndolo sólo me proponía distraer penas haciendo fantasear a mi D. Quijote y, si tal cupiese, acrecentar mi reputación de buen ingenio, aunque para lo último más bien confiaba en mi *Persiles* y en mi *Galatea*. . . Cosa de puro entretenimiento fué, mi D. Alonso. Sansón Carrasco manifestólo por mí: nació mi libro para universal regocijo de las gentes.

—Tampoco supongo yo que nadie llegue a tenerle por un ataque, puesto que hasta ahora ni los doctos ni el vulgo lo han considerado sino como mero libro de entretenimiento.

—Y mirad acá, hidalgo; creo yo que, en todo caso, habría una razón más poderosa que la de desterrar los ya desterrados libros de caballerías. Y esa razón es, si los hombres no se empeñan en trastornar los valores y razones que pueden pesar en el ánimo de un autor, el contraste humano.

—De ese parecer soy. Y Dios será servido que siempre se tenga a su libro por lo que es, sin que vayan a repasarle las entrañas, y beberle a vuesa merced pensamientos y alcances que no tuvo.

—Si yo mismo he dicho que no tengo que acotar en el margen, ni anotar al fin, ¿por qué habían de empeñarse otros, que no conocen a mi hijo tan bien como yo, en que necesita de tales zarandajas para andar por el mundo y que se le entienda el pensamiento?

—Su libro es sencillo y llano, a lo que se me alcanza: no hay allí alegorías ni alusiones enigmáticas ni pasajes que encierren oculto sentido.

—Váyase a buscar todo eso en la *Divina comedia,* que la mía es comedia humana y al alcance de todos los magines. Tiempo vendrá en que, olvidadas algunas costumbres del nuestro, fuera del común uso ciertos giros y voces, ignoradas tales o cuales instituciones del presente, menester será a mi libro de algunas noticias: pero interpretaciones y comentarios, no. Si en entremetidas razones les doctos entran, harán de mi Quijote tantos Quijotes como doctos en él pongan sus manos. . . Mas soñar es esto: pues tan sin ventura fueron siempre mis cosas, que milagro será si no les alcanza a los hijos de mi entendimiento mi triste sino, y me los entierra el olvido en la memoria de las gentes.

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—Calle, señor, que al menos este hijo paréceme a mí que tiene asegurada larga vida. El, y cuantos le acompañan en la historia, fueron de los primeros en hablar a lo humano en los libros de entretenimiento. Con Sancho sólo no hubiera sido libro nuevo. Con D. Quijote sólo, tampoco. Habíannos presentado antes los ingenios a una criatura fabulosa o a un escudero, si no lazarillo, abyectos. Vuesa merced pasó de la vida al libro sus personajes, y con su libro salió a la luz la primera novela humana. Por eso, dígole yo que larga vida ha de tener. ¡Y qué me place . . . aunque me pusistéis en tal traje y tales pasos que, aunque los de Esquivias me señalaban por D. Quijote, yo, buen hermano, no me he dejado convencer!

—Pero venga vuesa merced acá—replicó el hidalgo D. Miguel sonriente, como sonriente habíale hablado su interlocutor—; si yo hubiera seguido el consejo del consejero de marras, imitando en lo que fuere escribiendo, ¿cómo hubiera logrado vuesa merced tanta fama? De un hidalgo provinciano como vuesa merced, muy hidalgo, cierto, pero interesado en la rutina diaria, en su casa y en sus libros, saqué un hidalgo siempre ocupado en asuntos generales, en ideas universales, que todos dicen sublime por su interés humano. De no ser por todas aquellas locuras y grandezas que puse en vos, con ser vuesa merced hidalgo como pocos, y bueno como ninguno, nadie le habría hecho caso.

—¡Por vida de vuesa merced!, ¿luego mi fama le debo, eh?

—Así lo creo, señor D. Alonso.

—Y en verdad y en mi conciencia—y el buen hidalgo sonreía—que pensé que a mí debíame vuesa merced la suya. Si no, ¿por qué no salió antes del silencio del olvido en que dijo dormir hasta sacarme a mí? No se enoje, señor, pero sólo cuando con todos sus años a cuestas dió conmigo, salió vuesa merced de ese olvido. . . Orgullo póstumo, llamará a esto el hidalgo. Pero, no: ahora todo me es igual. Hablo porque siempre me agradó arguir con vuesa merced.

—Todo también me es ahora igual. Pero vayamos por partes, que si mi gloria no fué tan resonante como la de Lope y otros ingenios, aun tuve mi gloria: mis comedias se aplaudían, mis versos eran leídos, y celebrados, autores de fama solicitaban mis sonetos, epígramas o elogios para sus libros, y por uno de los mayores poetas de las Españas todos me disputaban. Y viniendo al caso, dígole que mil hidalgos como vuesa merced andan por el mundo, pero

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ninguno es inmortal porque no tuvieron quien historiase, como vuestra vida yo, la de ellos. ¿Digo algo, buen hidalgo?

—Cogido me tiene vuesa merced: le debo mi gloria.

—Y a vuesa merced, debo yo la mía, que cortesías engendran cortesías.

—Que el Señor nos depare pronto la única gloria que ahora cuenta, la que buscamos, que si ella encontramos felicísimo triunfo habrá sido nuestra muerte.

—¡Pluguiera al cielo, hermano, que así fuera!

Con esto, cesó por entonces la larga y dulce plática y, con la mirada siempre fija en la lejana y celestial claridad, continuaron los dos hidalgos avanzando.

M. ROMERA-NAVARRO

UNIVERSITY OF PENNSYLVANIA

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UNA ESPAÑOLA EN CALIFORNIA

(Extracto del discurso pronunciado ante el Capítulo Neoyorquino de THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, el 4 de octubre de 1919.)

Mi verano fué algo así como una excursión con la lámpara de Aladino en la mano, y al recorrer este país con sus tesoros y sus misterios, con sus grandezas y sus problemas, me ha servido de "Sésame" para abrir todas las puertas y recibir tesoros inestimables de cordial hospitalidad el decir tan sólo: soy maestra de español.

Recuerdo que una oscura noche en que la lluvia persistente e inoportuna del pasado junio, caía a torrentes ahuyentando a los transeuntes de las calles y envolvía a la ciudad en profunda tristeza, me encontraba yo en la soledad abrumadora de mi oficina, a solas con mis papeles y mis pensamientos. Eran esos momentos en los cuales las luces de las farolas parecían proyectarse en irrisorias y confusas líneas de lúgubre luz, y las personas aisladas, que cruzaban rápidas las calles solitarias parecían sombras opacas, misteriosas y tétricas que infundían pavor . . . en la soledad desalentadora de aquella noche oscura de lluvia, un solo pensamiento ofuscaba mi mente y poseía mi alma; la idea de que el día próximo salía yo para la costa del Pacífico, esa región de luz, de sol, de vida y de placer. Pero mi ida significaba mucho más—significaba el creciente interés en el español en este país que, además de ser práctico y previsor es un país de cultura y de ideales. Así que mi ida perdía ese aspecto personal, se despojaba del egoísmo—yo era una de tantos . . . quizás, quizás unas calles más arriba o unas manzanas más abajo los Sres. Wilkins y Coester estarían tambien haciendo sus planes, sumidos en sus cavilaciones . . . entre evaporaciones de humo o largos sorbos de aromático café.

California al llamarnos no uno a uno, sino en grupos, evidenciaba la importancia de la enseñanza del español en el oeste y la necesidad y utilidad de conocernos y de comprender mejor nuestros planes y nuestro sistema.

Y, claro está, estas meditaciones producen en el espíritu una reacción seria, que nos hace comprender que el honor que se nos otorga incluye gran responsabilidad también.

¿Recordaís con cuanto cuidado limpió Don Quijote sus armas

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cubiertas de polvo, arregló la maltrecha celada, y se lanzó a conquistar lo desconocido . . . a "enderezar tuertos"?

Pues algo así es lo que tiene que hacer el profesor que se siente llamado a través de la distancia infinita. Preparar sus armas . . . ordenar sus conocimientos, dar cierto brillo a lo que cree que sabe y estar bien preparado para enderezar tuertos.

* * * * * * *

El Atlántico adquiere unos tonos de bellísimo azul que se van haciendo mucho más ricos y mucho más queridos según nos vamos alejando de él en uno de esos trenes más que rápidos, vertiginosos.

Nos detenemos en algunos puntos para dar una conferencia, aceptar una invitación de una exdiscípula o estrechar con efusión la mano de una compañera, y en todas partes, sea la parada de unos días o de unos breves instantes siempre notamos que la conversación recae sobre el español y que el interés en los países hispanos crece, se agranda y adquiere proporciones tan colosales, y sentimos un justo orgullo al evocar el recuerdo de aquel rinconcito de la bella España donde vimos la luz primera, y dimos los primeros pasos y balbuceamos las primeras palabras en la gloriosa lengue castellana.

Pero, amigos míos, para una española que siente cual yo siento el orgullo de mi raza, la grandeza del heroísmo hispano, la persistencia, el valor y la abnegación de los españoles, nada hay tan emocionante, tan intensamente conmovedor, tan excelsamente grandioso—como cruzar este país inmenso pasando por esos áridos desiertos, en cuya tierra seca y agrietada solo crecen fibrosos cactus. y recordar que nuestros conquistadores cruzaron sin intimidarse esas ignotas arideces y nuestros misioneros arrostrando toda clase de dificultades implantaron allí el signo misericordioso de la cruz.

Las rústicas casas de adobe nos recuerdan las casitas que conocimos en el sur de España, donde viven nuestros campesinos pobres y nuestros gitanos alegres.

Los indios que se acercan al tren en Las Vegas, Albuquerque, en Lamy y otros puntos para vendernos bagatelas, nos hablan en español, en esa lengua que aprendieron sus tatarabuelos de aquellos colonizadores españoles, austeros e inflexibles; pero que se negaron a extinguir al indio y le hicieron su hermano.

Una vez atravesado ese desierto que nos pareció interminable

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con toda su arena pedregosa y sus secos y retorcidos jaramagos, nos encontramos como por encanto en el paraíso—en la región de luz y color.

Todas las flores meridionales, todas las bellezas tropicales se hallan reunidas en California.—Y en los valles umbríos, y en las colinas apartadas las iglesias edificadas por los padres españoles, con ladrillos, piedras, madera y hierro traídos de España, nos demuestran que la vieja España continúa custodiando el espíritu de esta región tan floreciente, tan bella y tan española.

En efecto, no hay región tan netamente española en los Estados Unidos como la baja California y hasta nos parece que no hay región donde más se venere a España que ese estado donde los recuerdos que allí dejó mi patria son las reliquias mas preciosas, los mementos más sagrados.

En esos valles, hoy día frondosos, plantaron los españoles los primeros olivos, las primeras naranjas, las primeras vides; allí enseñaron a los indios nuestros abnegados misioneros el amor a Dios y al prójimo, el uso del arado y el beneficio del riego.

Hoy día los expertos norteamericanos han transformado esa árida región en un paraíso terrenal; pero en su practicismo han sabido retener el culto a la tradición y la admiración al pasado, y sienten afecto hacia las ruinosas misiones españolas y se enorgullecen del Camino Real que allí construimos y hasta perpetúan en sus ciudades en sus calles, sus plazas y sus corazones el honor a los héroes españoles y a la lengua de la madre España.

A veces, por el nombre de las ciudades y de las calles nos sería difícil determinar si estamos o no en una ciudad española: Calle Figueroa, Alvarado, Serra, Coronado, Alhambra,—y luego, San Diego, San José, Santa Teresa, Santa Bárbara, Los Angeles.

Las casas blancas y con tejados rojos en su mayoría tienen un grato aspecto español, y las flores que las rodean perfumando el ambiente con sus dulces aromas y recreando la vista con sus alegres colores sugieren a nuestras mentes exaltadas visiones de la bella Andalucía y de la hermosa región valenciana.

En algunos lugares apartados y solitarios aun suenan las campanas españolas de tonos sonoros y profundos, esas hermosas campanas que tocan al amanecer y a la caída de la tarde, cuyo timbre argentino y vibrante repercute por la inmensidad del continente al que dió España vida; esas campanas que parecen decir melancólicas y sufridas: "Ora pro nobis."

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El Camino Real es el mismo que edificaron los españoles; sólido, amplio, permanente, imperturbable. Por allí pasaron nuestros guerreros en sus briosos córceles, por allí caminaron nuestros frailes penitentes y descalzos llevando el santo evangelio a los salvajes, confortando a los indios desvalidos, por allí caminan hoy día los vertiginosos automóviles americanos, y allí aterrizan los aeroplanos rápidos—sí allí, en ese camino construido por una raza de conquistadores y ascetas, por un pueblo aventurero, arrogante, pero magnánimo y valiente.

El entusiasmo por el español es allí inmenso. Se enseña español hasta en las escuelas elementales y es la lengua moderna que cuenta con mayor número de adictos.

El número de maestros de español también es muy crecido, y es notable ver que allí el español no se subdivide en dos clases: español y español comercial;—allí el español es meramente español. Allí no se cotiza el valor de la peseta ni del peso, ni se mide tan sólo la riqueza de los países hispanos por la cifra a que ascienden sus exportaciones; allí se estima la riqueza del espíritu de esos pueblos—y la intelectualidad de una nación tiene allí un valor indiscutible.

En la costa del Pacífico se quiere al español con un afecto que nos conmueve y ese es en mi opinión el secreto de su popularidad y de su permanencia.

Aquí hay momentos en los cuales se duda de la utilidad y conveniencia de la enseñanza del español. Y personas hay tan obtusas que estudian el mercado de España y de Hispano-América y pasan por alto el estudiar la vida española tal y como aparece en nuestra inmortal literatura—y amigos míos,—no lo olvidemos,—hubo pueblos comerciales que ya no existen y que hemos relajado al olvido pero los pueblos intelectuales son . . ¡inmortales, eternos!

Un día en que me cupo en suerte dirigir la palabra en una asamblea de estudiantes en la Universidad de California, se me recibió con prolongados aplausos. Yo estaba emocionadísima ¿qué era aquello? Aquello no podía ser por mi *España Pintoresca*, ni por mis *Primeras Lecciones*. Yo no era nadie, yo no había descubierto a América, y en mi pobreza no tenía ni joyas que ofrecer a un nuevo Colón. Pero era . . . española, eso es todo, señores, . . . ¡española!

Y, amigos, aquí entre nosotros, en confianza puedo confesaros con ingenua sinceridad, que vale toda mi vida, todos mis esfuerzos,

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todos mis sacrificios, todas mis nostalgías en esta vida de errante solitaria que yo vivo apartada de los míos y de mi patria, el haber ido a California a escuchar esa ovación tributada a España. Esos aplausos sinceros que significaban que para ellos España era grande. era inmortal, que su raza era una raza cuya historia ellos llevaban escrita en el corazón y veneraban en el alma. Era un tributo a la madre patria en cuya grandeza y porvenir tenían ellos fé, era un promesa de que su interés y su afecto hacia España eran inmutables.

Este es el mensaje recibido allí, y el recuerdo que endulzará mis horas y hará llevaderas mis dificultades. Ese es el mensaje que de California os traigo.

En mis horas de febril trabajo, en mis ratos de insomnio, cuando me preocupan la frialdad con que algunos aceptan la enseñanza del español o me entristece la falta de adecuada interpretación y apreciación que se hace de mi patria, aparecen ante mi mente cansada visiones del lejano ceste con sus casas indias de adobe en las arideces del desierto, las ruinosas misiones con sus campanas de viejo y sonoro bronce; y creo oír entonces el ruido de briosos corceles que cruzan el Camino Real guiados por jinetes que llevan armaduras españolas; y el dulce plañir de las campanas templadas hace tres siglos allá en el corazón te España y que hoy día tocan al amanecer, y a la puerta del sol en San Gabriel, en San Diego, en Santa Bárbara . . . y escucho ensimismada el eco lejano de esos aplausos tributados a España por mediación de una maestra de español a quien el amable destino hizo también una mujer española.

CAROLINA MARCIAL DORADO

BRYN MAWR COLLEGE

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VITALIZING THE TEACHING OF SPANISH

In considering the problem of vitalizing any subject, we must view the world from three points of view: first, the universe per se; secondly, the learner's consciousness; and, thirdly, the social expression—language. The purpose of education is to harmonize these three phases; and as far as they are unified, just so far is learning vitalized.

Language, then, becomes of paramount importance as the common denominator for the other two elements. Language is multiform, as the world in which we live, being an organic complex of races and nations, is diversified. Plainly, a cosmopolitan view and understanding of the world would entail impossible attainments in linguistic accomplishment. The language problem resolves itself into these two parts: (1) What languages shall I learn? and (2) How may I learn them most effectively with a reasonable expenditure of time and effort?

It is generally admitted that the teaching of modern foreign languages in the United States is weak. The charge is made—and fairly made—that college graduates who have studied four or six years of French or German cannot carry on a simple conversation with ease and grace. The excuse is made that we are three thousand miles from a foreign language frontier (Mexico excepted); or that our universities, following the lead of Harvard, taught Latin and Greek instead of the modern languages. These considerations, however, are excuses and not reasons. The results have been unsatisfactory because the kind of teaching has been wrong. And now the post-bellum days of reconstruction are exposing every institution and every method to the most drastic examination. A weeding-out process is going on in every department of activity, with the result that what is wasteful or worthless must go, and what is disproportionate must be adjusted. If any foreign language is to remain in our curricula, it must be of value to Americans, and its study must show results commensurate with its cost in time, effort, and public money.

Looking forward to the needs of the generation now receiving its training, one cannot fail to see that Spanish is worthy of a place in the curriculum of the American school, for three reasons. First,

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our immediate problem of Americanizing the foreigner within our borders requires that we study the language of a considerable portion of the population in our southwest. Thirty per cent, for instance, of the state of New Mexico is Anglo-Saxon; and on this minority rests the responsibility of assimilating the other seventy per cent. The very first requisite in this process is power to use the language. Pride in that language is an inherent social trait in those whose native language it is, no matter where they may be found; and experience proves that speech in their idiom is the surest and quickest way to "reach" the Spanish-American.

Secondly, some settlement of the Mexican situation is due upon the inauguration of the "Program of the World's Peace." Mexico is a vast empire on our frontier, scarcely more ready than Russia to govern herself. She has a population that is eighty-seven per cent illiterate. She has suffered under a series of presidents that were without a vision. She operates under an archaic constitution. Finally, she manifested a spirit of friendliness toward Germany too frequently at a time when Germany and the United States were at war. It will be no easy task to protect Mexico against herself and to help her in a way consistent with the national and world purposes to which we have subscribed at the Peace Conference. The problem cannot be solved by a secretary and a couple of clerks; nor is it sufficient for us to have a secondhand knowledge out of obsolete geographies. We must know with whom we deal; and the only way to know a people is through the medium of language.

Thirdly, in view of the trend of trade since the signing of the armistice, we shall have to meet South America more than half way in the Pan-American union. "Fas est doceri et ab hoste," and it was by thoroughly studying South America and cultivating its people in *their* way, not in the European way, that Germany surpassed her competitors in financial and industrial lines in the South American republics; and these hold as immediate and national motives to justify the study even against the superior literary claims of other languages.

In sections of the southwest, local reasons are strong, though of course they should always have a secondary consideration. Teaching, politics, the press, and trade are lines of demand that cannot be entirely ignored.

Granted that Spanish must be taught, how can its teaching be

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vitalized? That is, how can Spanish be made to touch the pupil's life at many points, after graduation as well as before, and the whole process accomplished with the least expenditure of time, money, and effort?

Let us consider the so-called methods already employed. The universities have used the grammatical method, taken over from the pursuit of Latin as taught in the Middle Ages. This has failed in all phases of developing language power except the critical study of the classics. It is the least appropriate way to study Spanish, because here the classics are a secondary aim, except in advanced courses. The reaction against this extreme is the method variously denominated as "natural," "direct," or "Pestalozzi." This produces results in the first stages of learning the language, but ceases to be of value after a vocabulary of fifteen hundred words has been acquired. The Berlitz method has been successful only when used by teachers whose personality supplied the real "method," broadly speaking, and has failed when consciously learned and applied. The teachers who have succeeded with it have, perhaps unwittingly, but nevertheless truly, used a great deal more than Berlitz prescribes. Individual study with the aid of a phonograph, commercially designated as one method or another, has failed, because the very persons who require mechanical records in the absence of a teacher, have not had sufficient opportunity to learn from a good teacher *how to study*. Thus, the very situation which drives them to the talking machine makes its use a failure.

In order to energize the teaching of Spanish and eliminate waste, we must consider (1) the pupil as he actually is and behaves; (2) what the teaching resources are, both in the school machinery and the teacher, and (3) what the subject has to do with the extramural world. The immediate aim is to organize these three elements for happy, unwasteful pursuit of the subject. The ultimate aim is to give the pupil such power as will function broadly and well in his life as a member of society and citizen of the world. (The individual needs of the pupil are subordinated to his social needs in formulating the aim of a language course, on account of the essentially social character of language itself.)

The first consideration is the pupil himself. How can the powers that he has best meet the requirements of a second spoken-written-comprehended language? First, he should learn pronunciation between the ages of nine and fourteen years, while he enjoys

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exercising his powers and before he reaches the self-consciousness of adolescence. This period is long enough to start three languages with an interval of two years between each group of two. Secondly, he should acquire a vocabulary of considerable size while he enjoys memorizing. Thirdly, he should have ample opportunity to become familiar with the *spoken* language and the *heard* language before the age of fourteen, for this reason: after he is fourteen, he spends much time reading books through his eyes, and thus develops what has been called "eye-mindedness," or rich visual imagery. If he does not achieve the auditory imagery of comprehending spoken Spanish, and the motor imagery of his own Spanish speaking *before* the period of intensive book study, he will probably be confined to the translation method. This is why advanced students continue with a halting, unidiomatic manner of speech.

Not only in determining the time for phases of language study, but also in seeking the best manner of presenting a new tongue, we turn to the learner's mind movement for a guide. The differentiation of the language consciousness proceeds along four lines: description of things in space; account of processes in time; exposition of principles in "behavior"; and pure reasoning. The first two are closely related, and this fact alone is a guide to the language teacher. It is easiest for the attention to focalize on a thing in space. That is why we should teach vocabulary first by names of things in space, as a child learns his first words. Likewise, the characteristic thing about action is that it happens in *time,* or is a time change. That is why action words are fundamental, and should be taught early in the subject. The relationships in language, in the early stages of learning it, are such as can be relegated to the two basic, subjective aspects, time and space. These conceptions are chiefly intuitive, and are not dependent on subsequent abstract processes of reasoning. This is why we should teach parts of speech (or parts of sentence, to be more accurate) *early,* notwithstanding the fashion of contemporary grammarians to decry so-called formal syntax. These relationships of object and act, being fundamental, can be easily articulated with the simple experience of a child of ten or twelve years.

The translation from one language to another, however, is a process of exposition and argumentation. Formal translation is a highly analytical and logical process; composition (or translation from the known to the unknown language) is a highly synthetical

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process. These two activities together, if taught in a field of students' interest, i. e., with "motivated" subject matter, are the best stimuli—or at least among the best—in a curriculum for developing what William James calls sagacity. This is the aspect of linguistic study which, being misinterpreted, was stigmatized as "formal discipline"; but, being rightly understood, is an ideal manifestation of the educative process. . . . The pupil's mind naturally seeks out relationships; it moves from part to part, and from part to whole. Therefore, in mere translation, the order should be to seek the subject and predicate at a glance. The other ideas in a sentence are, generally speaking, intended either to qualify the subject or to condition its action. The consciousness thus fastens upon the whole as a unit, and likewise moves from the diverse parts to that whole. Practice in this procedure is the only way, in the end, to gain power in the performance of translating. Consciousness behaves in this way: it fastens on things and it moves between things. It is static and dynamic. If it ceases to be the one or the other, the result is insanity. Dr. Harper's so-called inductive method of teaching a language is not a method at all, because it fails to take into account this dual aspect of consciousness, and tries to hold ideas according to the order of words on a printed page, instead of according to the inter-relations among the ideas which those words call up; then to work out an orderly mosaic from a collection of little pieces. The result is a crazy-quilt instead of an orderly design. Like a crazy-quilt, it "works," but it has no significance, no harmony, no meaning; and it does not lead to any further power than making another crazy-quilt. Let the teacher thoroughly comprehend the behavior of the pupil's consciousness in these four particulars, and he can better harmonize the pupil's inner life and the world without, by helping him to a power over the instruments of intercourse between mind and mind.

It is the business of the school to make it easier and more certain for the pupil to get educated, than it would be for him to get educated without a school by haphazard contact with the world. This does not mean that he receives no education outside of the classroom. Rather, the classroom and school life enable him to make more intelligent use of the world in educating himself. The teacher is a highly useful and presumably intelligent item in the school's equipment. The teacher's personality is the chief asset (or liability) of the school. A pupil may be well educated by a

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great teacher and no school system; to wit, Socrates and Jesus. But a great system without great personalities will not educate. Under the conditions of modern democracy, however, a big system is fundamental; it rests on the instinct of self-preservation. Thus it is that the resources for teaching Spanish are of two kinds: immaterial and material. Of the immaterial, we have considered the nature of the learner; let us now observe the requirements of the educator.

No teaching of Spanish or of anything else can be vitalized if the teacher is not enthusiastic about the subject. A teacher ought to feel that his work of teaching the language is an art, and he should take something of the artist's joy in his work. That attitude is more important than apocope and tense and diminutives. His culture should be such that the language as he uses it before his students is an expression of something worth expressing. That is the only way to make the students will to express themselves, directly in Spanish, or indirectly in their whole reaction to the course. Further, he should know other languages, preferably Latin and Greek, for the sake of a comprehension of Spanish itself; and, ideally, another modern tongue for the sake of a knowing, sympathetic attitude toward the pupils who are learning one. My personal stock of patience and my desire to follow my students in their mental processes are a direct result of my own struggle with a difficult Indian dialect.

Another immaterial resource of the school is public opinion, evinced by the faculty in a system of marks and credits, and by the students in recognition of their fellows' reputations. This is not a sufficient aim in itself, and yet it is a factor which is characteristic of group-study and should not be wasted as a factor in motivation.

As to material resources for teaching Spanish, the ideal asset is a colony of Spanish-speaking people. Students should talk with people who cannot speak English, and the conversation should be real. They should "mean" it. A fine example is a house-to-house canvass in the cause of Red Cross subscriptions or the sale of tickets to a school play or concert. Another good point of contact occurs in reporting a political speech or sermon (delivered in Spanish) for a *real* news story in the local paper. This has the advantage of being checked by readers, and is an example of perfect motivation. Further, things in themselves are stimulating.

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Students enjoy handling South American coins and newspapers. Also, they respond to real work in composition, such as writing a Spanish advertisement for a local dealer, or corresponding with students in a Central American missionary school, receiving real letters with real stamps on the envelopes. Nowhere else is it so easy and so wise as in a language class to end that academic detachment from the living world, which has literally driven boys from the high school as soon as a birthday releases them from an observance of the compulsory attendance law.

The material used in the classroom should be as varied as are the uses of language in life. If the teacher takes this view, much wasteful effort to inculcate a university attitude in a high-school student will be spared; the Spanish classics will find their due place—as pieces of dignified literature which should be read carefully and known familiarly, as one reads and knows the classics in English; but not the warp and woof of a course compounded to meet an artificially created demand. This principle admits the use of plays, games, and singing, and the discussion of current events, even "small talk," debates, club usages, newspapers, and magazines from South America. These are the uses we make of language, and these are the instruments of linguistic intercourse: this is what language means in daily living. Therefore, the use of these things and of language to these ends is the nucleus of "vitalizing" the teaching of Spanish.

Finally, if the student is admitted to a share in the conception of Spanish not only as an asset to Americans for the reasons stated above, but also as a racial achievement, developed through nearly two thousand years of persistent national integrity, he will be further motivated by this consciousness of ultimate, cultural aim.

EDNA OAKLEY

UNIVERSITY OF NEW MEXICO

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THE FIRST FOREIGN LANGUAGE IN OUR SECONDARY SCHOOLS

To begin with, shall the first foreign language in our secondary schools be a *dead* language or a *living* language? To answer this question, we must go back and analyze historically the reason for the old position of Latin in the secondary schools.

In the early years Latin was absolutely necessary, as it was the only literary language. The teachers were largely monks and the instruction was from their mouths or the parchment. Latin was the only medium for studying any subject and this was true up to the time when printing came to be fully developed.

Then, too, there was the old English idea that the study of Latin was absolutely essential to the "British gentleman." There could be no education without a knowledge of Latin. The chief work of colleges and universities was training scholarly men for the church, the bar and the state. All these professions needed, or were supposed to need, a knowledge of Latin and Greek. They were thought to be indispensable for a study of ancient and modern civilization, even though only the "delicacies" are lost through translation.

Latin was required for entrance to college and university, and the high school was thus forced not only to require Latin but to commence with it. Of course, this statement applies with more force to the English secondary school and the eastern (American) high school, as our western high school has, almost from the beginning, been more democratic and more practical. It has existed for itself and not for the college, as was the case with the two former types of schools.

Another reason for the preferred place of Latin in our schools was the argument that the Latin pupils were better taught and prepared than the modern-language pupils. This, true as it was, was due, not to the fact that Latin has the best disciplinary value, but rather to the fact that the Latin teachers themselves were the best and most systematically prepared and, naturally, turned out better prepared pupils. The study of modern languages, on the other hand, is comparatively recent and came about rather suddenly, thus finding a dearth of teachers, most of whom were ill

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prepared to teach, and consequently the results suffered by comparison.

The whole end of education was thought to be "culture" and only through the ancient languages could this culture be had. Education, too, was for the few rather than the masses. This idea, of course, was perfectly natural in the old absolute form of government, where the common people were practically overlooked, or considered unfit to be educated. Greece and Rome were the models. Only through them could one really learn. We were worshipers of the past and thought that there was no education but the classical education. The A. B. degree required Latin, and Art was used only in the narrowest sense.

If one cared to study a modern language, it must of necessity be preceded by Latin, as only with such a foundation could satisfactory progress be made in the modern language. (I plead guilty to having told many of my German and Spanish pupils this very thing, Latin was the older language and must precede the modern language in sequence of study.)

Having given some reasons why Latin should be the first language in our schools, I wish to take up the greater part of this paper in proving, on the contrary (first), that the first language should be a modern language, and (second) that the particular modern language should be Spanish.

The whole idea of education has radically changed in the last thirty-five years. We no longer look at the well educated man as one of the long-haired species, who holds himself aloof from the world and is somewhat "queer." The modern education is practical and "does things." Science has come to be the main thing (Herbert Spencer prophesied this 70 years ago), and the Great War has accentuated this to a high degree. The real objects are now: (*a*) cultivation of powers of observation through the senses, (*b*) training in recording correctly the accurate observations, both on paper and in the retentive memory, and (*c*) training in reasoning on the premises secured.

This change in education is not intended to crush out the "idealistic." Practical education is the only foundation on which idealistic achievements can be raised; to neglect the practical ends of education is foolishness; but to recognize no other is to degrade humanity. Culture and civilization are by-products of life; but like some other by-products they may yield a greater return than

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the parent industry. (The great potash plant of San Diego during the war made all its profits, not on potash, but on TNT, a by-product.)

Our colleges are changing. The A. B. degree will soon only mark the conclusion of a supplementary course. Latin is not indispensable to the study of ancient civilization, great literatures, or ethical systems. Athens was not a real democracy; Rome was cruel; and the British Empire a far better model to study for government and law. Out of 76 leading colleges and universities of this country, only 38 of these require Latin at all, and nine of these, while requiring Latin for entrance, do not require a study of Latin at the higher institution of learning. If colleges require it for entrance but do not pursue it further, the classical road leads to a dead end.

The American educated generation of today is no less well equipped for life work; on the contrary, there is a higher standard. Business, farming, manufacturing, trading, and distributing have come to be, more and more, intellectual callings demanding good powers of observation, concentration, and judgment. Now our higher institutions of learning are called upon to train men for public service in new democracies, for a new medical profession, finance, journalism, transportation, manufacturing, new architecture, shipbuilding, railroads, agriculture, conservation of national resources, water supplies, distribution of light and power, and the practitioners of these new professions can profit in many directions by so many other studies that not all indiscriminately should be compelled to take Latin.

As to sequence, the cart has been put before the horse. The logical order is to go from the live to the dead (if we must go to the dead at all), to go from that of which we know most to that of which we know least. *Interest* is the *big* thing. If a student is once aroused to the delights of a modern language, he will the more easily and the more thoroughly devote himself to the dead language. As the average student will not take four years of Latin, but will more likely take four years of French or Spanish, if he is compelled to first take Latin he will drop it at the end of one or two years and then can get but one year of a modern language. The aim is, first, to get *one* language well in high school. But the Latinists say this sequence will crowd Latin out of the schools. I do not think, personally, that this would be any calamity.

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If the student does not get the Latin in high school, he can better study *it* later in life alone or at college than he could the modern language, because he does not need to learn to *speak* the ancient language.

Therefore, only those really interested in Latin will take it, and a better grade of work in Latin will be the result. As things stand now, we have a hodge-podge: pupils starting one language in the ninth year who either drop it the next for an *easier* language or, worse, try to go on with it and also take an "easier" one, with the result that they get nowhere and have a useless mixture of nothing for their pains.

Only by spending four years on a modern language can a fairly good speaking knowledge be acquired. Therefore a modern language should be the first, as with this order only can we turn out *oral* exponents of the language. At the end of two years the student will know whether he wants to elect Latin or another modern language for the second language. If a modern language, it will be his second choice, in which case it will not be so important that he can only have two years in which to pursue it, but to offset this is the well-known fact that he will get in two years of the second language a far greater amount of learning than he secured in the first two years of the first language. If he elect Latin for the second language, two years will give him all the *practical* knowledge one gets from Latin anyway, to my way of thinking He may never decide to take a second language. If so, far better be it that he have learned a *live* one, which he can put to practical use.

Lastly, they say Latin has the greater disciplinary value. While the time has been all too short to give a fair trial, I think it has been shown that we can get as much drill out of French or Spanish as Latin; furthermore, while we are drilling let it be on something we can all *use*. One might still get more discipline out of the study of Chinese, for that matter, but why drill on something impractical? There are no "easy" languages; it is merely that the difficulties are differently distributed. Also one can get more discipline out of four consecutive years in one language than in two, and, as I said before, the average pupil will not take four years of Latin.

We can never by school teaching provide for the needs of the nation. We can only turn out pupils well trained in one or more

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languages and therefore prepared to make the best use of private study and of any chances of instruction and practice that may present themselves. By concentration only do we get the best results. Therefore it is plainly undesirable to start two languages at once. As a rule, two years should elapse before the second language be attempted. Latin is no longer considered necessary for any of the professions except the clerical.

What language of the modern languages should be first begun? This depends, naturally, on the country concerned. French holds a unique position for the British; Russian for the Germans; but for us of the United States, it seems to me, Spanish is by far the most logical one. It is the national language of 18 of our sister republics; and it is the language of all the countries of this continent, with one exception, over which we claim a special interest, in our "Monroe Doctrine." South America is the great field of future exploitation, and the commercial advantages of Spanish to the young American are wonderful. Why, even the British give to Spanish the greatest commercial value.

It is not only the language most spoken on this continent, but the foreign language of the country nearest us; more than that, it is the language spoken by a large number of the inhabitants of these United States, the inheritance of former days. We in the great Southwest come into almost daily contact with it, and every boy should know it. We owe much to Spain in discovery and colonization, in learning and many other things. She has given to the world much in science; she has carried the novel to the most complete realization and has, in general, a literature equal to French. But in comparison with French, for our boys and girls, there is only one answer and that is Spanish. Its names are common in many of our states; our children in their first history work come in contact with it; our interests are linked with those of all the American republics, and therefore, I say, let it be *Spanish*.

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THE EVOLUTION OF A TEACHER OF SPANISH

My first Spanish teacher was a woman who talked much of "method" and a "pure Castilian accent." Her father was an American and her mother a New Mexican, and her method was the following:

"The teacher reads the lesson (Worman) sentence by sentence, pupils repeating; she reads again, pupils this time listening to understand; she reads each sentence in English, the pupils giving the Spanish equivalent; then the pupils write the lesson in English, and from their papers, without the book, turn it back into Spanish. By this time the pupils, having passed over the lesson five times, know it perfectly" (and, it might be added, loathe it thoroughly).

After having had the *hombre* related to the *silla* seventeen times in the first two lessons and multiplied by five according to the above process, nothing but a firm family kept me in the pursuit of Spanish. For one solid year that was all that we did, except to learn, "¿Qué fecha tenemos?" with the answer, and "¿Hubo equivocos?" The second year De Tornos was added to the agony of Worman's second book. By that time, however, I was reading Caesar, and the only thing that worried me much in Spanish was the length of the written lessons. I can still repeat "Tan pronto como sale el sol, Clementina se levanta, se lava y se peina," etc., which argues for the thoroughness of the method; but I began then formulating to myself ideas as to how not to teach. My father tried to make me talk, but corrected me so conscientiously that I finally rebelled and refused to try.

Later I spent a term with another teacher who put in most of the time dictating rules, in English, from Knapp's Spanish Grammar. We never attempted to apply them, but occasionally I would recognize the fact that there was some relationship between what she was giving us and what I had learned in Latin. The only thing we read was "Nadie pase sin hablar al portero," almost every word of which we had to look up in the vocabulary at the back of the book.

When I was twenty came the opportunity to go to Porto Rico. Could I speak Spanish? Certainly, although not since my early childhood, except once, when I attended a Mexican Independence

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Day celebration, had I heard a dozen consecutive sentences in Spanish. And strange to say, I *could* speak Spanish; but understanding it was quite a different matter.

The principal of the school left a few weeks after I arrived: the other teacher knew no Spanish. There were six Americans in the town, and about five thousand Porto Ricans. We had a cook who knew not a word of English, and a house boy who thought that he knew ten times as much as he did, and got us into all sorts of difficulties by interpreting according to his own notions. Evidently I must learn to understand. I went visiting with the Bible reader of the mission; translated into Spanish what I wanted to teach in Sunday school, had it corrected and learned it by heart, and when that failed to occupy all the time, taught the children Bible verses by the yard (learning them myself, of course, at the same time). After the principal left, I taught the Spanish reading classes and "Nociones de" all sorts of things, recitations being carried on in English from the Spanish texts. I kept a diary in Spanish, listened to at least four Spanish sermons a week and studied De Tornos faithfully every day; and still I could understand hardly a word. It was months before I suddenly realized that I knew what people were saying, without straining every nerve to understand; but even now I find it difficult to understand many people unless I look at them when they are speaking.

Naturally, when I began to teach Spanish, this experience influenced my way of going about it, and the children in my classes will never be able to say that they did not hear Spanish spoken when they were in school. Still, if it were necessary to make a choice, I should prefer to have a pupil able to express his thoughts correctly, even though he cannot readily understand, than to have him possess a smattering of Spanish gained by ear, with no knowledge of grammar.

After three years and a half of Porto Rico I came home, and some time later began to teach a class in a Mexican Sunday school in this city. I had never heard of phonetics, although I had used them practically in trying to teach Porto Rican children to pronounce English words; but I shortly discovered that my Mexican friends pronounced some of their words so differently from the way that I had learned them that it was necessary for me to analyze their speech sounds in order to be sure that the children were understanding me, and in doing so I found that I had never formed some of the sounds

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correctly. This again was excellent preparation for teaching Spanish.

We were plunged into intermediate schools with no course of study, no programs—nothing but buildings, enthusiastic teachers, and a mob of children. It approached the classic instance of Mark Hopkins and the log. I gathered up all the old "method" books around the house and started in teaching handy phrases and the elements of pronunciation.

The first term I had six classes which averaged forty-two pupils each, a classroom containing forty-eight desks and fifty-four children, and one blessed class of only twenty.

As the term went on I worked out a series of conversations about the family, the house, directions for reaching it, furniture, food, parts of the body, and so on, embodying the use of common adjectives and adverbs and the most elementary principles of grammar. The vocabulary was much the same as that which we give now. When three of us were appointed in the spring to prepare an outline of work for the following year we found that all three had been teaching practically the same words, with the exception of verbs.

Early in the year the Superintendents came to visit us. Being a new teacher, I was visited frequently and at length, and was told on several occasions, "Don't bother about grammar; high school is time enough for that. Just make the children talk." Since this coincided with my own prejudices (for I did not realize what good training I had had in Latin grammar), I proceeded according to instructions. Indeed, in classes of that size, composed largely of boys who had left school as soon as they could, legally (14 years was the age limit then), but had come back to "take a whack" at this new sort of school work—in such classes it required all of my ingenuity at first to keep reasonably decent order, without attempting to get real work from individuals.

After they had learned by rote a number of set phrases and (presumably) to describe everything in the room and locate it by the use of prepositions, I began working out with the children the conversations referred to above. They were in the form of questions and answers, somewhat after the fashion of Worman (only we did not include "establecimientos en donde los discípulos reciben instrucción," and so forth), and after the pupils had written them in their notebooks, the lessons were memorized. Then, when visitors came, Juan and Pedro would be invited, in Spanish, to converse "sobre la

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familia," or some other subject, which they would arise and do with gusto. When all the Juans and Pedros who could "converse" fluently had been exhausted, the rest of the class would be distributed about the room and would take turns in asking and telling where they were, or one pupil would act as teacher and ask questions about the various articles in the room. The work was animated, the children liked it, the authorities were pleased, and the teacher was pretty well satisfied, except when it came to written tests, which her conscience obliged her to give occasionally. Then the slaughter was fearful, even among the innocents who could recite verb endings and describe everything in the room to perfection, orally.

Toward the end of the first year I read an article in a magazine for teachers of English, which described the experiences of the author in teaching English in the Philippines. It caused a decided change in my ideas, and I planned the next term's work convinced that the verb was the thing. At that time we were using no text until the fourth term, so I wrote for the third term a series of lessons on trades, occupations, and traveling, which could be changed from tense to tense with a little ingenuity. About the same time I began studying German and became acquainted with synopses of verbs, which were promptly introduced to my classes. And again they showed off beautifully. In the second term we bought and sold all sorts of things pasted on cards, as we do still, only then the conversations represented practically no original thought on the part of the pupils: but neither they nor I realized the fact. And in the third term we turned our stories into different tenses and wrote synopses on the board or bought tickets to San Francisco and described our journey quite fluently. The brighter pupils learned a good deal of grammar, most of it subconsciously, and I had private classes of slow children at noon, after school, and in my "free" periods—for by that time we had, as we still have, only five or six classes besides our classroom.

While the new work was experimental, I was fairly well satisfied with it, but it did not accomplish what I had hoped for it. I began to read and hear controversies on the direct method and kindred topics, and took a course in the psychology of thinking, and gradually it dawned upon me that I was going at the thing from the wrong end. I was giving the children good enough material and making them use it, but they were not having to think for themselves. I realized at length that while they could scarcely formulate the problems in a foreign language—at least in an economical fashion—

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I could present such problems in a way that would make it necessary for them to use their minds as definitely as they would in arithmetic. I began to see that it was more my fault than theirs that they had failed in original, constructive work; that while I must endeavor to preserve the interest and enthusiasm that the other sort of work had engendered, I would have to give them just the same thorough drill that I had had in Latin if they were to acquire an independent use of the language.

In some ways I have been sorry to abandon the children of my own brain, as usable books have come out, but I know that I am teaching far better, now that all my thought goes into the manner, than when I was originating the matter. My classes are not so interesting to visitors as they used to be, and sometimes they are not so interesting to the pupils themselves, especially to those who do not like to work; but when they have had four terms of Spanish the children who do work have the foundation for a real knowledge of the language, and they know what they know.

In the ninth grade, especially in the B9, many of the pupils "slump," but I think that that is a condition about which we need not be too discouraged, for I know that in some cases it has proved to be merely a psychological "rest period," and in others the pupils have simply reached their intellectual limit.

HELEN D. SNYDER

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LA SOCIEDAD DE MENÉNDEZ Y PELAYO

An Opportunity for Students of Spanish History and Literature

On August twentieth of this year a new society, founded in honor of the great critic and scholar, Marcelino Menéndez y Pelayo, was formally inaugurated at Santander, his birthplace; it was there that he had spent the happiest years of his life in incessant labor, and by his last will and testament he bequeathed to the municipality of Santander his library of rare books, one of the foremost private collections in Spain. The building which formerly housed it has been enlarged and greatly beautified, and at its side there has been erected a new city library: thus, the one with the old treasures carefully gathered by the great scholar, and the other, containing recent publications, stand within easy reach of one another.

The chief object of the Society Menéndez y Pelayo, as evidenced at its opening meeting, is to create at Santander a hearth, a *centro de estudios*, where students in history and letters may most profitably carry on their work by making use not only of the library now thrown open to specialists, but of the counsel and direction of the scholars connected with the association. It is the hope and desire of the society that teachers and students interested in the language, literature and history of Spain and of her former colonies, may take up their residence at Santander, and freely use the many precious books and manuscripts of Menéndez y Pelayo's library. Students, both native and foreign, are to be welcomed, and no matter in what particular Spanish field they wish to specialize, nor, on the other hand, how broad their taste may be, the library will be found to contain an unusual amount of material for every branch and every epoch of Spain's culture.

No brief statement can hope to give an adequate idea of the scope of Menéndez y Pelayo's collection. It is commensurate with his unparalleled learning and wide interests, for to him no period of Spanish history or literature was unknown; to him the great Spaniards of all times were familiar names. His library contains practically all of the material which formed the foundation of his

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writings, and since his literary studies are replete with references to history and chronicle, the student interested in the political and economical story of Spain will find his needs satisfied no less than the specialist in her language and literature. Even Spain's earliest period is represented by rare manuscript chronicles, and much of the material is unknown and worthy of prompt publication. Outside of Spain, the library is very wealthy in the literature of the lands which were once her colonies, as may be inferred from Menéndez y Pelayo's remarkable *Historia de la Poesía hispano-americana,* in some ways the creation he himself prized the most. During many years he collected the works of the innumerable eminent writers whom he analyses in that comprehensive study, and his friends, knowing that he was engaged upon this task, frequently sent him copies of rare editions. Thus students especially interested in the writers of Spanish America will find ample material for their investigations.

The scope of this brief article hardly permits more than a mention of certain epoch-making publications by Menéndez y Pelayo, such as his *Antología de Poetas Líricos Castellanos,* in thirteen volumes, containing illuminating introductions on various periods or famous poets, as well as an invaluable study on Spanish ballads; or his *Orígenes de la Novela,* with the most ample survey hitherto attempted on the growth of Spanish fiction; or his unsurpassed studies of the *Comedias* of Lope de Vega, printed in the Academy's edition of that prolific playwright; or his capital *Historia de las Ideas Estéticas,* which has furnished material for many historians and critics since its first appearance. These and many other noteworthy creations give an idea not only of the vastness of his own labor, but reflect the richness of the library which enabled him to realize such gigantic undertakings. Moreover, almost every page written by Menéndez y Pelayo suggests further work to be done by students, who can thus find a constant guide and inspiration for original writing. No achievement could better represent the purpose of the new society in which the whole of young Spain is to be vitally interested, than the publication of articles and books inspired by the material to be found in the library of Menéndez y Pelayo.

For the study of the Spanish language this collection also offers every inducement, and it will no doubt become one of the chief aims of the society to combine with the opportunity of study in

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the library such practical facilities as are necessary to acquire fluency in speaking Spanish. The highly efficient librarian, Señor Artigas and numerous scholars of Santander and Madrid connected with the society, will be ready at all times to give students practical help. Plans are also afoot to institute series of lectures or classes to be organized at such seasons as may be found most suitable for residence in Santander. Our American students will naturally ask, first of all, what facilities will be offered them by boarding-houses or private families in which they can pursue the practical study of Spanish by means of constant conversation, and especially by intimate relations with the Spanish people. When students begin to turn toward Santander as a hearth for Spanish studies, the question of boarding-houses and families will be eagerly taken up and satisfactorily solved, and American visitors especially can feel assured of the warmest welcome.

As regards Santander and the *Santanderinos*, a word on the charm of this beautiful city and the hospitality of its citizens must suffice. As a coast-town with a great harbor and traffic of increasing importance, Santander has in recent years grown in size and beauty. A large factor in its prosperity has been the presence of the King, who makes Santander his residence for several months every summer; at that season the ocean, the beaches and the surrounding Cantabrian mountains offer a welcome change to the madrileños and other Spaniards who flee from the heat of Castile and Andalusia. Herein lies one of the great advantages of Santander over Madrid: its climate is not only mild and attractive for the greater part of the year, but also makes possible innumerable excursions through the ancient province of Asturias; so that the stranger may see many sights of great natural beauty, and seize the rare opportunity of visiting localities made famous in history, or recalled in ballad and epic poetry, in legend and folklore. It will suffice to recall a few names well known to every student of Spanish history, art, or letters. Among the many places that can be reached by train, or bicycle, or automobile (and not a few on foot) are Santillana, a remarkable mediaeval town with numerous ancient buildings quite intact, and a rare old church which is a precious example of early romanesque; the caverns of Altamira, most important in the study of the late Stone Age because of their extraordinary prehistoric sketches of animals; the highly picturesque seaport of San Vicente de la Barquera with ancient walls, bridges, and churches;

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Llanes, a quaint and typical fishermen's town; or Covadorga, the so-called cradle of the Spanish monarchy, which is still visited today by many pilgrims who worship at the shrine in the cave that was supposed to shelter King Pelayo. Moreover, those who are fond of high-mountain climbing, will find both grandeur and exercise in an excursion to the famous Picos de Europa. Indeed, the student's program may be admirably arranged, permitting him to supplement play and work pursued at Santander by further studies at Madrid, and each sojourn can be planned for an appropriate season of the year.

The Society of Menéndez y Pelayo has an organ in the *Boletín de la Biblioteca de Menéndez y Pelayo,* published six times a year, and containing articles of a most varied character, calculated to awaken a wider interest in the work of the society and the opportunity offered by the library; it prints unedited texts besides original articles dealing with historical, literary and other matter. The membership fee of the society is twenty-five pesetas a year, and, no doubt, anyone planning to pursue his studies at Santander may find it helpful to become a member. It is gratuitous to add that women students will find the same opportunities offered to men, and the readers of HISPANIA may thus make known to specialists in the Spanish language, literature and history, that the new *Sociedad Menéndez y Pelayo* holds out every promise for successful work, for a profitable sojourn in one of the fairest provinces of the Peninsula, and for rare friendships with cultured Spaniards.

RUDOLPH SCHEVILL

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THIRD ANNUAL MEETING

Program of the Third Annual Meeting of THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH, to be held in the Law School of George Washington University, Washington, D. C., Saturday, December 27th, 1919.

(The following is the program as arranged up to November 15. Additions may be made thereto, but the speakers here mentioned have promised to appear. The final version of the program will be in the hands of those who attend the meeting.)

MORNING SESSION—BEGINNING 10:00

Presiding: PROF. HENRY GRATTAN DOYLE, President Washington, D. C., Chapter.

Address of welcome to the University: PRESIDENT WILLIAM MILLER COLLIER, of George Washington University, formerly Minister to Spain.

Address of Welcome: DR. L. S. ROWE, Director of the Bureau of the Latin-American Republics, and Secretary-General of the International High Commission, State Department.

Address of Welcome: SR. FRANCISCO J. YÁNES, Assistant Director of the Pan-American Union, Washington, D. C.

Reply: MR. LAWRENCE A. WILKINS, President of the American Association of Teachers of Spanish.

Presiding: MR. LAWRENCE A. WILKINS.

Address: SR. JUAN RIAÑO Y GAYANGOS, Ambassador of Spain to the United States.

Address: SR. JACOBO VARELA, Minister of Uruguay to the United States.

Luncheon.

AFTERNOON SESSION—BEGINNING 2:30

BUSINESS SESSION

President's Address: MR. LAWRENCE A. WILKINS.

Address: "'*Tumefaction*' *in the Study of Spanish*," PROF. HENRY GRATTAN DOYLE.

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Address: "*Attainable Aims in the Teaching of Spanish in Secondary Schools,*" PROF. CHARLES P. HARRINGTON, Kent School, Kent, Connecticut.

Report of the Secretary-Treasurer: DR. ALFRED COESTER.

Committee Reports.

Election of Officers for 1920.

Unfinished Business.

The Washington Committee in Charge of Arrangements consists of Mr. Francisco J. Yánes, Assistant Director of the Pan-American Union, chairman; Dr. Guillermo A. Sherwell, of the International High Commission; Dr. C. E. McGuire, International High Commission; Professor Henry Grattan Doyle, George Washington University, and Mr. Arturo Torres, of the Educational Section, Pan-American Union and DeWitt Clinton High School, New York City. This committee is arranging for some excellent vocal music in Spanish to be rendered at intervals in the program.

It would seem likely that many teachers of Spanish will desire to combine attendance upon this meeting with a visit to Washington at the holiday season. Because of the somewhat crowded conditions that still prevail in that city, the above committee will try to arrange for accommodations in hotels and boarding houses for those who attend this meeting. Those desiring help in securing accommodations will do well to write to Professor Doyle, stating how long they expect to remain in the city, giving exact dates, and mentioning whether they prefer a hotel or a rooming house. Your attention should be given to this matter as soon as possible after you read these lines. A reception will be tendered the members of the association the evening of December 27th by a well-known society of Washington, if it can be ascertained by December 15th that a sufficient number of members who remain in town over that night will attend this reception. Those who will attend this reception are urged to write to Mr. Torres in time that the letter may reach him by December 15th and indicate their intention to be present at this evening function.

This committee will also try to arrange an excursion to Washington's tomb at Mt. Vernon on Sunday, December 28th, if the assurance can be had that a sufficient number to make the affair a success

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will go. Indication as to intention to join this party should likewise be given Mr. Torres on or before December 15th. He should be addressed care of the Pan-American Union, Washington, D. C.

Let everybody who can, attend the Washington meeting. We need the hearty and complete coöperation of all who can possibly be present to make this meeting a great success.

REPORT OF COMMITTEE ON NOMINATIONS

Lawrence, Kansas, October 16, 1919.

To the AMERICAN ASSOCIATION OF TEACHERS OF SPANISH:

Your committee on the nomination of officers of the association for the year 1920 begs leave to report the following selection of names:

For President: LAWRENCE A. WILKINS.
For Vice-Presidents: E. S. INGRAHAM, H. G. DOYLE, J. WARSHAW.
For Secretary-Treasurer: ALFRED COESTER.
For Members of the Executive Council: MATILDE F. ALLEN, F. L. PHILLIPS, R. E. HOUSE, CARL O. SUNDSTROM.

Respectfully submitted,

CAROLINA MARCIAL DORADO
JOHN J. ARNAO, JR.
E. C. HILLS
GUILLERMO A. SHERWELL
ARTHUR L. OWEN (Chairman)

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NOTES AND NEWS

Professor Rudolph Schevill of the University of California was in Spain during the last summer as American delegate to the first meeting of the Sociedad Menéndez y Pelayo, organized by Hispanists in Spain in honor of the great Spanish literary historian and critic, Marcelino Menéndez y Pelayo. Professor Schevill is a member of the board of directors.

Professor Pedro Henriquez Creña of the University of Minnesota has been given a leave of absence for 1919-20 to enable him to continue his studies in Spanish literature in Spain. Professor Creña has lately published his *Tablas Cronológicas de la Literatura Española*, a pamphlet that will undoubtedly become a *vade mecum* of students of Spanish literature.

Professor Federico de Onís of Columbia University, chief editor of Heath's *Contemporary Spanish Texts*, spent the past summer in study and travel in Spain.

Dr. Alfred Coester, secretary-treasurer of The American Association of Teachers of Spanish, and specialist in the literature of Spanish-America, has accepted the post of Assistant Professor of Spanish at Stanford University.

Mr. Antonio Heras y Zamorano has been appointed instructor in Spanish in the University of Minnesota. Mr. Heras is sent to the United States by the *Junta para Ampliación de Estudios*, of Madrid.

Professor J. Warshaw, formerly of the University of Missouri, has been appointed Professor of Romance Languages in the University of Nebraska.

Mr. Felipe Morales de Setién, instructor in Spanish at Leland Stanford Junior University during the years 1917-19, has been appointed Professor of Spanish Literature in the University of Southern California.

Mr. Laurence D. Bailiff, instructor in Spanish at Leland Stanford Junior University in 1918-19, has been appointed Assistant Professor of Spanish in the Texas College of Agriculture and Mechanic Arts.

Dr. Erasmo Buceta, formerly of Johns Hopkins University, is now Associate Professor of Spanish in the University of California.

Miss Gertrude Espinosa of Albuquerque, New Mexico, is instructor in Spanish in the University of Wisconsin.

Mr. José Hernández has resigned his post at the University of Michigan to become Professor and Head of the Department of Spanish in the University of Oklahoma.

Mr. George Lawrence is now professor of Romance Languages at Whitman College, Walla Walla, Washington.

There are 1040 students taking first-year Spanish at the University of Ohio this year.

There are this year at Indiana University three South-American students, two men and one woman, who have received from the university a scholarship that includes both free tuition and a stipend to cover expenses:

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Mercedes Manosalva, Francisco Aguilera and Wenceslao Vial. The first two have been students of Dr. J. M. Gálvez of the National University of Chile, and have come to the United States to study at his instance. Señorita Manosalva is taking Education as her major subject, while Señor Aguilera has chosen as his major subject the Spanish Language and Literature. Señor Vial is working chiefly in Political Science.

The University of Chile has arranged for an exchange of professors with the University of California. Professor Charles E. Chapman is the first exchange professor from the University of California, for 1919-20.

Our distinguished friend and benefactor Don Juan C. Cebrián, of San Francisco, California, accompanied by Mrs. Cebrián and his two daughters, the Misses Isabel and Beatriz Cebrián, sailed from New York early in November, for Spain. The Cebriáns will remain in Spain for a year or more.

At the meeting of the New Hampshire State Teachers' Association, held on October 23, Professor S. M. Waxman of Boston University, read a most interesting paper entitled "The Teaching of Spanish in Our Secondary Schools."

Señor Antonio Castro Leal, young Mexican Hispanist of note, and professor in the Escuela Nacional Preparatoria of Mexico, is now visiting in the United States for purposes of travel and study, with headquarters in New York.

Professor Ford of Harvard University, has just published a book of great interest to students of Spanish literature, *Main Currents of Spanish Literature*, a series of eight lectures given at the Lowell Institute of Boston in 1918.

The friends of Spanish culture in California have formed a state organization which will undertake to raise funds for the restoration of the Franciscan Missions, some of which are in ruins. The work of restoring these landmarks of Spanish culture in California is most praiseworthy and Hispanists all over our country will welcome the plan enthusiastically. The chairman of the state committee in charge is Professor Herbert E. Bolton of the University of California, one of the highest American authorities in Spanish-American history.

There has been an unprecedented demand during the last year for the 24-page pamphlet published by Professor John D. Fitz-Gerald, *The Importance of Spanish to the American Citizen* (Sanborn & Co., 1918). This brief account of Spanish literature and culture is one of the most admirable expositions of the subject witten in recent years. Professor Warshaw's article in the November number of HISPANIA of this year, *The Spanish Program*, is equally worthy of praise, and continues to combat the ignorance which still exists among us about things Hispanic.

The Modern Language Journal, published by various State Modern Language Associations, and formerly edited by Professor Bagster Collins of Columbia University, has now passed into the hands of another editor, Professor A. Coleman of the University of Chicago, a French scholar. There are eight numbers a year, and the subscription price of $1.50 seems very

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moderate, considering the high standing of the journal and the interest it has for teachers of modern languages.

A new Spanish grammar, complete, a book of reference for teachers and students, is announced by Sanborn & Co., to be prepared by Professor Olmsted of the University of Minnesota, and Professor Adolfo Bonilla y San Martín of the University of Madrid.

Professor Charles A. Turrell of the University of Arizona has just published *Contemporary Spanish Dramatists* (Richard G. Badger, Boston, 1919), which contains English translations of Galdos' *Electra,* Linares Rivas' *La Garra,* Quintero's *La Puebla de las mujeres,* Marquina's *Cuando florezcan los rosales,* Zamacois' *Los reyes pasan,* and Dicenta's *Juan José.*

The most recent and perhaps the most important and best general encyclopedia in existence is now being published in Spanish by Espasa, Barcelona. This monumental work treats of all the arts and sciences, is up to date, scholarly, well illustrated, and excellently printed. A few volumes, geography of Europe, Germany, etc., are yet to appear.

THE LOCAL CHAPTERS

NEW YORK CHAPTER. The first meeting of the year was held October 4 in Room 306, Mines, Columbia University. Mr. Max A. Luria, the retiring president and a zealous worker in behalf of the chapter, opened the session and introduced the new president, Dr. Alfred Coester of Evander Childs High School. In a happy manner President Coester paid tribute to the able service of Mr. Luria and briefly outlined the work of the chapter for the present year. The first speaker, Miss Carolina Marcial Dorado, treated the subject "Una española en California." Miss Marcial spoke enthusiastically of her impressions of California and declared it the region of the United States most closely linked to Spain by history and tradition. Mr. Lawrence A. Wilkins, president of the National Association, followed with a message of fraternal good-will from the teachers of Spanish of the Pacific Coast to those of the New York Chapter.

The meeting of November 8 brought a speaker of world renown, Señor Vicente Blasco Ibáñez, the distinguished novelist, whose message of inspiration to the teachers of Spanish will be cherished as a bright memory. The second speaker, Sr. D. Cesar Zumeta, ex-Minister of Foreign Relations of Venezuela, discussed "The Mission of the Layman in America" from the viewpoint of a Venezuelan.

LOS ANGELES CHAPTER. In conjunction with the Spanish section of the Modern Language Association of California, a regular meeting of the Los Angeles Chapter of the American Association of Teachers of Spanish was held at the Polytechnic High School, Los Angeles, on November 1. The vice-president, Professor R. E. Schulz of the University of Southern California, conducted the meeting. The following numbers were greatly appreciated: "Blasco Ibáñez y sus contemporáneos," by Professor Felipe M. de Setién of the University of Southern California; Canciones españolas y mejicanas, Señor Samaniego.

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About fifty members were present and were unanimous in the opinion that more frequent sessions should be held when such excellent talent is available in Southern California. The meeting adjourned to the School Cafeteria, where a delightful luncheon had been prepared.

NORTHWEST CHAPTER. On Saturday, November 1, the Seattle Chapter held its first meeting since organization last July in Denny Hall, University of Washington, under the presidency of Professor George W. Umphrey. A most interesting address by the Mexican Consul, Señor Ismael Garcia, on "La lengua española en los Estados Unidos," was followed by three helpful pedagogical papers: "Importancia del constante estudio del castellano," by Prof. Luis A. Santander, University of Washington; "Aims and Preparation of the Teacher of Spanish," by Prof. Emilio Goggio, University of Washington; "Predetermination Tests for Modern Language Students," by Miss Edith Johnson, Stadium High School, Tacoma.

After a full discussion of the papers there was a short business session. The election of vice-president and secretary, postponed from the organization, resulted as follows: Vice-president, Miss Edith Johnson; secretary, Miss Emilie Fuller, Kirkland High School, Washington. Thirteen new members were welcomed to the chapter at this meeting. The next session will be held the second Saturday in January, 1920.

THREE CHEERS FOR KANSAS! The Kansas Chapter of the American Association of Teachers of Spanish was organized in Topeka, November 7, 1919, with a membership of thirty. This is the eighth local chapter of our Association. The following are the officers for 1919: President, Professor Arthur L. Owen of the University of Kansas; vice-president, Professor Ruth Kingman of Washburn College; secretary-treasurer, Miss Mabel Duncan of Arkansas City High School. An address in Spanish was given by Professor José M. Osma on the subject, "La nueva era española," in which he deprecated the over-emphasis often laid upon the romantic features of Spanish culture and the corresponding neglect of its solid and serious elements. The enthusiasm of the meeting was increased by the circumstance that holding it at all was a triumph over a certain element among the teachers of the state who are opposed to the acquirement by Spanish teachers of the impetus and *espíritu de cuerpo* that accompanies a recognition of the independent identity of their subject. Unusual efforts were made by this element to prevent the organization of a Kansas Chapter of our Association.

NEW MEXICO. A second local chapter has been organized in New Mexico, the Albuquerque Chapter. The president of this chapter for 1919 is Mr. Atanasio Montoya, who is also president of the New Mexico State Chapter, organized in Las Vegas last July. The other officers of the Albuquerque Chapter are: Mrs. Theresa Butts, vice-president; Miss Lydia L'heureux, secretary-treasurer. The first regular meeting was held on November 10th.

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REVIEWS

Cuba y Las Costumbres Cubanas, by Frank C. Ewart, Colgate University. Ginn & Company, New York. 1919. xiv + 157 pp.

Professor Ewart says in the preface of his book: "In harmony with the action of the Modern Language Association of America in recommending that 'the text-books (of Spanish) embrace works dealing with the geography, history, and customs of Spanish-America as well as of Spain,' one purpose of this book is to furnish such information with reference to the Spanish-American republic whose relations to the United States are the closest, and concerning which, above all others, we should be informed. The endeavor has been also to show to a greater or less degree what the United States has done for Cuba."

This purpose is alone sufficient to justify the publication of this text. Beyond question our instruction should include the use of "realia" books concerned with Hispanic American nations. Especially should interesting material be used that is related to the life and customs of those countries of Spanish speech that lie nearest to us geographically.

But not only in geographical propinquity, but also in commercial and even political relationships, are Cuba and the United States in close contact. The report of the United States Bureau of Foreign and Domestic Commerce for August, 1919, shows that for the eight months ending August, 1917, August, 1918, and August, 1919, our imports from Cuba were 205, 220, and 298 millions of dollars, respectively, and our exports to Cuba were 113, 188, and 210 millions of dollars, respectively—sums remarkable both in size and in proportion of increase. One also thinks of how Cuba declared war upon Germany the next day after the United States took that step, and how the control of German espionage in Cuba throughout the war left little to be desired on the part of the Allies. The story of what the United States has done for Cuba is a matter of history and constitutes for both our own citizens and for enlightened Cubans a common ground of mutual understanding and esteem.

Cuba retains in her traditions, customs, architecture, and art the best things of Spanish civilization. Despite our intervention in that island, and despite its nearness to us, the people are at heart Spanish, and their point of view and ways of thinking are those of the mother country, Spain. One gathers this, in fact, from the chapters of Mr. Ewart's book. And this fact should, it seems to me, be a matter ever borne in mind by the teachers of Spanish—that the Spanish countries of America, though greatly differing in many respects one from another, and though more or less isolated one from another, nevertheless have one overshadowing community of interest and point of contact, namely, the common heritage of Spanish civilization. Indeed, should we teach the life and customs of Cuba, of Argentina, of Chile, of Costa Rica, and so forth; indeed should we give to our students the best things of the literatures of these different countries (there is altogether too

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little of it available for teaching purposes at present); but at least equally to be desired is it that we teach the very basis and touchstone of all this Spanish-American life—the life and literature of Spain.

Mr. Ewart has, however, known how to depict Cuba against the background of Spanish history and in the light, especially, of her relations to the United States during the past forty years.

This is not an ambitious book, as the small number of its pages indicates. The titles of the thirteen chapters are: I, *El Clima de Cuba;* II, *El Puerto de la Habana;* III, *Primeras Impresiones;* IV, *El Morro y la Cabaña;* V, *La Plaza de Armas;* VI, *Los Parques y las Calles;* VII, *El Cementerio Colón;* VIII, *La Educación Pública;* IX, *Notas a la Ventura;* X, *Habana, la Ciudad de más Clubs del Mundo;* XI, *Una Fiesta Nacional;* XII, *Las Fiestas de Pascuas;* XIII, *Un Viaje a Matanzas.*

In Chapter I it might have been pertinent, in speaking of the temperature, to indicate that the thermometer referred to is the one we use—the Fahrenheit. Most Spanish-speaking countries do not use the F. instrument. In Chapters II, III, and IV, the descriptive passages are written in a vivid manner; one visualizes easily what is described and becomes more and more interested in what he reads. Chapter VII, with its detailed account of Havana funerals, is not at all lugubrious, and gives a picture, with only slight variations, of the funeral ceremonies of Spain. Incidentally, the low death rate and healthfulness of Cuba, herein appropriately mentioned, afford a happy contrast to the solemnity of the rites described and makes one feel that Cuba is a good place in which to live—and finally die at a ripe old age, escorted to one's grave with all manner of gay "trappings of woe."

Chapter VIII is somewhat disappointing, as it is concerned almost exclusively with the work of the University of Havana. The recent improvement of the normal schools, and the plans for the betterment of the elementary schools are slighted too much. On the other hand, the discussion of the courses and schools of the University, and even of the salaries paid the professors, is illuminating and interesting.

Probably the most interesting chapter of all is IX, *Notas a la Ventura.* Here we get plenty of real "realia," and we wish that more of this kind of material had been used. Chapter X, taken from the *Boletín de la Unión Panamericana,* and consisting of about eleven pages of text, seems to me too long. Chapter XI is devoted to a description of the celebration of the 26th of November, in commemoration of the eight students who were wrongfully shot to death in 1871 by the *Voluntarios españoles.* We should have liked, I think, to have found under the title of this chapter a description of the celebration of the Cuban Independence Day.

Chapter XIII contains excellent material. Here are described the landscape of that region, the highways, the picturesque *aguador* and *lechero,* the *genios de azúcar,* and the caves of Bellamar. So good is it that we wish the author had given us also impressions of the tobacco plantations of Vuelta Abajo, and described Santiago with its historic bay, or Guantánamo, so familiar to our boys of the navy. Perhaps he will some day add two or three chapters on such subjects.

Though Havana is the center of Cuban life to a much greater degree

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than is New York or any other city the center of our national life, and though the author has done excellently well in his descriptions of the life and sights of Havana, one cannot help longing for more about the country districts of this nation whose wealth is based so entirely upon the products of its fields, forests, and fisheries. Then, too, something more of the early history of Cuba would have been decidedly pertinent. But we must remember, of course, that Mr. Ewart has evidently purposely kept the book reduced in size, for he says in the preface: "By many teachers the comparative brevity of the text will be considered a distinct advantage, since it allows a greater variety in a short course . . ."

The section of *Preguntas* (eight pages) is well prepared. The questions can be readily answered from a knowledge of the corresponding chapters on which the questions are based. The *exercises* (six pages) are thoroughly "workable." They are based directly on the text and contain few foot-notes telling the student what word or forms to use.

The *Notes* (eight pages) are adequate and exact in the translations suggested and the help given on points of grammar. However, it seems to me that a good deal of the material in the *Notes* would have been better placed in the vocabulary; e. g., ANIMADOS POR, *alive with;* also all proper names, e. g., BLISS. Some proper names are explained in the *Notes* while others are given in the vocabulary.

The *Vocabulary* (thirty-four pages, about 2,500 words) is carefully made. No words seem to be lacking. All irregular verb forms that occur in the text are given—DIERON, DIGA, etc.—with description of the form and reference to the infinitive; *3rd. pl. prct. of* DAR, etc.

There is a good map of Cuba, page 90, but it seems to me that it would have been much better to have had all the names of the map given in Spanish. The *Himno Bayamés*, the national song of Cuba, is given in its authentic form with its accompanying music.

The illustrations are, according to the preface, mostly the snap-shots taken by the author, and they constitute one of the most interesting features of the book. They illustrate well the text in which they are intercalated.

With the exception of Chapter X, on the club life of Havana, the text has been written—"constructed"—by Mr. Ewart. The dedication reads: "To Señor José Fortuny Salvado, of Havana, Cuba, whose almost daily corrections of the manuscript during the weeks and months of its preparation have made this little volume possible"; and we learn from the preface that the Spanish was thoroughly revised by Sr. T. Esquivel Obregón, ex-Minister of Finance of Mexico. These facts would indicate that the Spanish used can be considered correct and reliable. I note but two or three passages that might be open to adverse criticism: *consiste de* (p. 39, l. 17), instead of *consiste en;* and *se les pidió de hacer* (p. 73, l. 10), instead of *se les pidió que hicieran*. In the article on clubs from the *Pan-American Bulletin*, we find the use of *estadounidense*, a word often employed by the writers in the Spanish version of that *Bulletin* and by newspaper writers. I think it well to avoid in text-books a word to which much exception is taken by purists.

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Where can a book of this type be used? The author says: "It is suitable for use as a reader or first text." This probably would be true for a short college course, but it seems to me inadvisable to attempt its use before the third term of the high school course. It is, however, regrettable, in my opinion, that there are any "short courses" in college or high school in any language. They accomplish little worth while. And in view of what I have said above concerning the desirability of presenting first the *realia* of Spain as a basis for an understanding of Hispanic America, I would prefer to use this book after a book of similar nature on Spain had been read and to use it thus in a "long course," say one of at least three years in length.

Mr. Ewart has added a useful book to the supply of reading texts available. It is fairly simple Spanish, contains interesting material, and is a carefully made and "workable" book. It is to be hoped that other texts as commendable as this one, on other countries of Hispanic America will be forthcoming soon.

LAWRENCE A. WILKINS

NEW YORK CITY

Leyendas Históricas Mejicanas, by Heriberto Frías, edited by James Bardin. University of Virginia. The Macmillan Company, New York. 1918. xix + 181 pages.

Although Mexico is the Spanish-American country nearest us, and although the commercial relations between Mexico and the United States are necessarily important, and although the literature of Mexico is one of the richest of the Spanish-speaking countries, it is nevertheless sadly true that we know very little about the Mexican people and their wonderful literary treasures.

About twenty years ago our students of Spanish had to learn the literature of Spain and all other Spanish countries by translating into English *El Capitán Veneno* of Alarcón. Things have changed a little. The literature of Spain is well represented now in our Spanish programs and that of the Spanish-American countries is now being prepared.

Leyendas Históricas Mejicanas of Heriberto Frías is a collection of tales by one of Mexico's most brilliant men of letters, written in perfect Spanish prose. Linguistically considered, the Spanish of these legendary tales could just as well have been written by a peninsular writer—Larra, for example—for Heriberto Frías has much of the temperament and romanticism of Larra. The mexicanisms appear in the proper names, a few proper nouns, and the like. Professor Bardin has eliminated a number of the Aztec words of the original, so that his edition presents few difficulties in that respect.

Professor Bardin has made a very happy choice in the tales edited. Besides, only a few are presented, so that the book, on the whole, is attractive and not too bulky. It is one that we can use in our second-year courses to add variety to the reading lists and to give our students material from one of the best Mexican writers of our day. There is only one which the

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reviewer would not have edited, *La Enamorada de Cuauhtémoc*, because it is too sentimental for our boys and girls, and because it depicts in an exaggerated way the brutal character of Cortés. The inclination of some Spanish-American writers to blame the *conquistadores* and exalt the Indian is quite natural, but not always well founded. Our school texts should not, in the opinion of the reviewer, continue to show up Cortés as a villain, as the tale in question would seem to do. Cortés was a villain in the same sense that nearly all the early conquerors, Spanish, English, Dutch, French, etc., were.

The edition of Professor Bardin contains ten *leyendas* or tales, *La Fundación de Tenochtitlan*, *El Caballero Águila y el Caballero Tigre*, *Rumbo a Tenochtitlán*, *El Juego del Volador*, *El Paraíso guerrero*, *Águila alerta*, *El Amor del Chontal*, *El Monstruo verde*, *La Enamorada de Cuauhtémoc*, *El ermitaño errante*. There is a brief historical introduction, too brief, perhaps, and each tale is accompanied by an explanatory paragraph, showing the background of history on which it is based. These are quite welcome and add a touch of reality to the Spanish *leyenda*. Each tale is provided with abundant footnotes of a historical character, and is followed by exercises in conversation and composition. The linguistic notes are at the end. In the exercises and notes the reviewer has not observed any grievous errors, and the whole book, texts, notes, and exercises and vocabulary are remarkably free from misprints. The grammatical notes, pages 90-117, however, often translate phrases that are quite clear and easy and need no explanation; e. g., *miraba*, 3, 3; *abrúmase*, 3, 13; *por todos los rumbos*, 4, 10; *para bien de*, 9, 14; *para vuestro regalo*, 20, 1; *al hablar de la luna*, 25, 6; *por eso*, 29, 17; *resuelto a la batalla*, 39, 11; etc. Professor Bardin may have intended the edition for beginners in the first year. The tales, on the whole, however, are not good material for the first year. They are admirably adapted for the fourth semester of high school work and the second semester of college work. Eleven illustrations and a map of Mexico add to the attractiveness of the book.

Teachers of Spanish will welcome with delight the *Leyendas históricas mejicanas* of Heriberto Frías, so well edited for school use by Professor Bardin. The book is one of the best collections of Spanish tales that we have, the only book of its kind now published, and the accompanying apparatus of exercises, notes, and vocabulary is remarkably free from the grammatical and other errors common in so many of our school texts.

AURELIO M. ESPINOSA

LELAND STANFORD JUNIOR UNIVERSITY

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BIBLIOGRAPHY

IV. BIBLIOGRAPHICAL NOTES

Once more our general bibliography is composed very largely of Spanish-American titles and it will be noted that several countries are pretty well represented.

From Argentina four authors should be mentioned. Agustin Alvarez, whose important work, *La Transformación de las Razas en América*, was given in our last bibliography, appears this time with his interesting study on South America. The value of this volume is enhanced by the preliminary study due to the pen of Argentina's great educator, Ernesto Nelson.—The late lamented Carlos Octavio Bunge, whose death we announced in our last notes, is represented by his excellent novel entitled *La novela de la sangre*, which is of importance for the cultural history of Argentina.—The philosopher, José Ingenieros, is represented by his philosophical study, *La cultura filosófica en España*.—From the Biblioteca Sopena, we have four volumes from the pen of the man who is by some considered to be Argentina's greatest novelist, Carlos María Ocantos. Because of his practice of having his novels related to each other by dealing with members of the same family, he has often been called the Balzac of Argentina. In much the same way, two of the books in our list are related, *El Candidato* being announced as a second part of *Entre Dos Luces*.—Although most of her life was passed in both Bolivia and Peru, each of which might, therefore, claim her, Juana Manuela Gorriti was born in Argentina, and her native land is justifiably too proud of her to give her up. The volumes in our list, *Panoramas de la vida*, were published by subscription by one of the great newspapers of Buenos Aires on the occasion of a visit that she made to her native city. The works contained in these two volumes are a continuation of the stories published by the same house some ten years earlier under the title, *Sueños y Realidades*.

The publishing house known as the Editorial Ibero-Americana has been putting out a series of books that are destined to render a considerable service to our American school system, if properly used. While the plan of the series known as *Joyas de la Literatura Universal* is to give anthologies of all great literatures, our school boards and our Spanish teachers will naturally be interested chiefly in the nineteen volumes that will contain selections from the authors of the nineteen literatures that are written in Spanish. Two such volumes, devoted to the literatures of Cuba and Mexico, respectively, appear in our list. The volumes are illustrated with portraits of the authors whose works are included.

The edition of the complete works of the lamented Nicaraguan poet and diplomat, Rúben Darío, is proceeding apace, as six volumes thereof appear in our present list, together with the earlier edition of his work, *Todo al vuelo*. Another evidence of the popularity of Rúben Darío beyond the con-

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fines of the Spanish-speaking world is to be found in the volume entitled, *Pages choisies,* which contains a set of selections of French translations made from various prose and poetic works of our author. Not the least valuable part of this book is the thirty-nine-page preface by Ventura García Calderón.

Peruvian letters suffered a very severe loss in August, 1918, through the death of the aged Manuel González Prada. The book we have listed, *Páginas Libres,* represents his earlier tendencies toward pessimism and anarchy in nearly all respects: religious, political, linguistic, and artistic. All students of Spanish-American letters will be glad to avail themselves of the long, detailed study that the Venezuelan critic, Blanco-Fombona, has devoted to the author in the first eighty pages of the book.—We are delighted to have come upon a copy of the second edition, with illustrations, of *El Demonio de los Andes,* by the Dean of Spanish-American letters, Ricardo Palma.

The Venezuelan, Julio Calcaño, was not merely a man of letters who wrote historical novels and was interested in matters linguistic (as witness his study of the peculiarities of the speech of his country as compared with Castilian), but a poet as well, as is shown by the two volumes that we have listed.—José Gil Fortoul, another Venezuelan writer, appears in our list with a sociological essay entitled, *El Hombre y La Historia.*—Rufino Blanco-Fombona, likewise a Venezuelan, is represented by a volume of travel-notes entitled, *Más allá de los horizontes* . . . —For some time past Blanco-Fombona has been devoting himself to a good deal of very important editorial work. He has become director of four series of publications: The Biblioteca Andrés Bello (devoted to literature), the Biblioteca Ayacucho (devoted to history), the Biblioteca de Ciencias politicas y sociales, and the Bibliotéca de la Juventud hispano-americana (whose titles are self-explanatory). On some later occasion we shall hope to give a detailed analysis of the contents of these series.

Alberto Nin Frías, whose *Estudios religiosos* and *Ensayos de crítica é historia* are listed, is a Uruguayan writer and diplomat who has been recognized as one of the most spiritual essayists writing in the Castilian language; but if we be not in error he has for some time past not favored the public with any important new work. After such a varied experience as he has had and an initial performance such as he has given the public, the public naturally expects that he will continue in the good work.—Of the late and lamented José Enrique Rodó our list shows a volume of important essays dealing with five interesting topics.—Juan Zorrilla de San Martín, whose *Resonancias del Camino* we list, is that genial soul who was President of the Civilians' Committee that received our fleet on the occasion of its memorable visit to Montevideo and who, at the reception and banquet just before the fleet's departure, made them a farewell address of such lofty spirituality that our leaders in Montevideo had it printed and distributed to the fleet. It would be well if all our people could read this wonderful address.

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